

Clay-Jack SSA Blue Book

2024-2025 School Year

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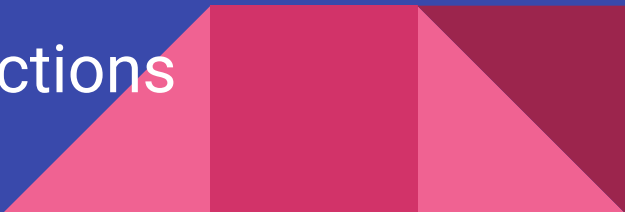
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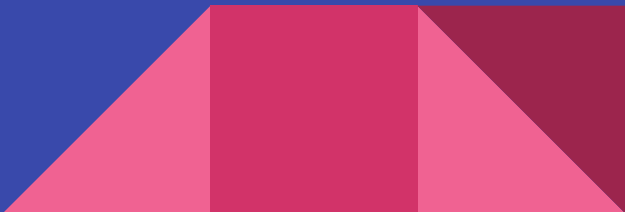
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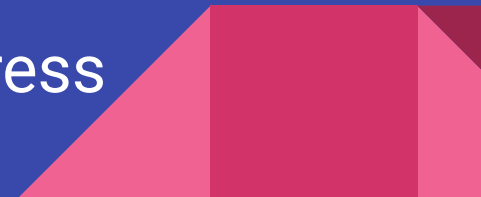
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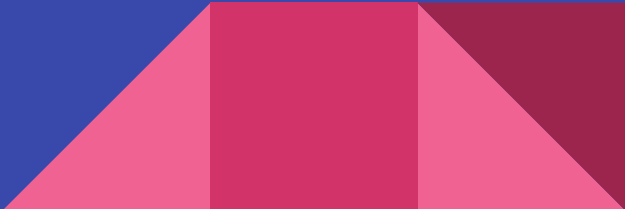
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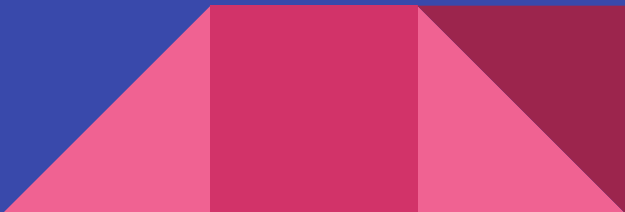
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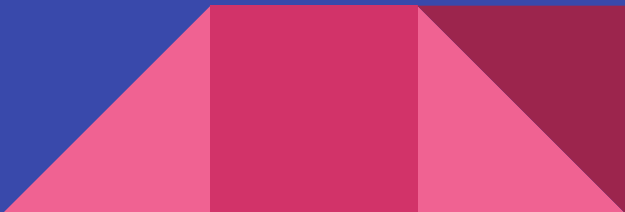
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Who Are We?

- Director of Special Education – SuzAnne Russell
 - Administrative Assistant/Special Education Indicator Specialist - Sandra Blanscet
 - Administrative Assistant/PEIMS/Records Specialist - D'Renda Myers
 - Diagnosticians - Lisa Brown, Randa Hooten, Sarah Myers, Whitney Pollan, Amanda Sharp, Michelle Sutton, Diedrea Thomas
 - School Psychologist - Crystal Short
- 

Who Are We?

- Speech/Language Pathologists - Angela Belcher, Jennifer Hedges, Jennifer Mitchell, Georgia Sims
 - Occupational Therapist – Barbara Maxwell
 - Physical Therapist (Contract) – Kayla Ritchey
 - Teacher of the Visually Impaired - Alisa Dowell
 - Transition Specialist/VAC - Linda Wade
 - Special Education Counselor - Deana Vieth
 - Esped/Onward Support – Whitney Pollan
- 

13 Disability Categories

- Deaf/Hard of Hearing (D/HH)*
- Visual Impairment (VI)*
- Deaf/Blind (DB)
- Orthopedic Impairment (OI)*
- Other Health Impaired (OHI)*
- Autism (Au)
- Multiple Disabilities (MD)
- Traumatic Brain Injury (TBI)*
- Non-Categorical Early Childhood (NCEC)***
- Specific Learning Disability (SLD or LD)
- Intellectual Disability (ID)
- Speech Impairment (SI or SH)
- Emotional Disturbance (ED)

Special Education Acronyms

➤ ARD*

➤ IEP

➤ FIE

➤ BIP

➤ FBA

➤ ADA

➤ ABA

➤ APE

➤ AT

➤ PLAAFP

➤ VOP

➤ PBIS

➤ DAEP

➤ ECI

➤ ESY

➤ FAPE

➤ IDEA

➤ O & M

➤ OT

➤ PT

➤ REED

➤ HWC

➤ ECSE

➤ MDR

Important Dates To Remember

- Class Rolls and schedules due to Sandra Blanscet (sandra.blanscet@henrietta-isd.net) on the following dates:
 - September 6, 2024
 - October 21, 2024
 - January 17, 2025
 - May 2, 2025
- Anytime the schedule changes beyond the dates listed above
- **All Onward (SHARS) documentation must be signed within 7 days of services rendered. Documentation will be sent to the Director of Special Education and your superintendent for SHARS turned in late.**



Important Dates To Remember

Bellevue - Sept. 19, Oct. 31, Dec.20, Feb.14, April 4, May 15

Bryson - Sept.19, Nov. 1, Dec.19, Feb.20, April 10, May 22

Henrietta - Oct. 10, Dec. 19, March 7, May 22***

Jacksboro - Oct. 11, Dec.20, March 7, April 12, May 22***

Midway - Sept. 20, Nov.1, Dec.20, Feb.14, April 4, May 22

Perrin-Whitt - Sept. 19, Nov. 1, Dec. 19, Feb.20, April 10, May 22

Petrolia - Sept. 19, Nov. 1, Dec. 18, Feb. 14, April 3, May 22

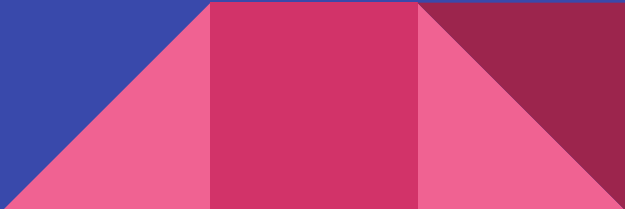


What is SHARS?

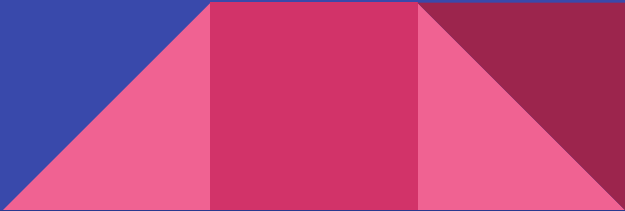
School Health and Related Services

- Current SHARS services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, and personal care services.
- Important to note: Anyone that works with a student with a BIP can bill SHARS
- **Must be documented and signed in the system within 7 days of services rendered**

Personal Care Services (PCS)

- Must be tied to a student's disability
 - PCS are supports that may be provided to a student through:
 - Total or partial physical assistance
 - Prompting or cueing the student to complete a task
 - Redirection, monitoring, and observation that are medically necessary and an integral part of completing a PCS.
 - PCS can occur in any setting for which the student meets eligibility.
 - Please contact Whitney Pollan with any questions 940-720-7940
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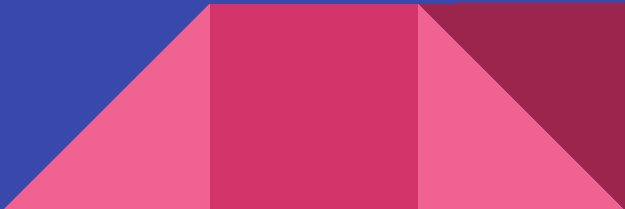
Special Education Instructions

- Check all students on your caseload for eligibility. List all services student is to receive.
 - If a student moves from your campus, notify your diagnostician or speech therapist immediately.
 - All annual ARDs must be held and archived by Friday, May 2, 2025.
 - Teachers in conjunction with diagnosticians are responsible for conducting their own ARDs (and completing the paperwork) unless the diagnostician indicates otherwise.
- 

Special Education Instructions

Teachers should complete a Coordination of Services Form(CSF) on each student failing a core subject when progress reports and report cards go out. The special education teacher will review each student's CSF to determine what is causing the student to experience failure in specific classes and what follow-up is required in order for the student to pass.

Notice of ARD for annual ARDs MUST go out 2 weeks (10 school days) before the ARD. Please notify all personnel who service the student of the ARD AT THAT TIME.



Five School Days

Five School Days are not as easy as it sounds! New guidance provided from TEA considers the following example:

- Notice of ARD is sent out on Tuesday - Tuesday is day ZERO
- Wednesday is day ONE
- Thursday is day TWO
- Friday is day THREE
- Monday is day FOUR
- Tuesday is day FIVE
- Wednesday ARD can be held unless parent/guardian has waived the five days

Special Education Instructions

- PLAAFPs and Goals **MUST** go home no later than **5 school days** before the ARD. This ensures the parent has time to review so they can fully participate in the child's ARD meeting. Remember the 5 day rule!!!
- Transfer Events: This can be done by the teacher and parent. It is not considered an ARD meeting, but an event for the district to receive information from the parent, confirm with the previous district, and get consent to begin services and/or evaluations. Please notify Case Managers as soon as a Transfer Event takes place.
- Annual ARDs cannot go past their yearly date – even with parent permission.

Special Education Instructions

- If a student leaves the district but returns within 25 days, notify the diagnostician/speech therapist so the student can be PEIMSeD in – no transfer event is necessary.
- If a student leaves the district and is gone longer than 25 days, a new Transfer Event must be completed.
- PEIMS snapshot date is Friday, October 25, 2024. All annual ARDs/new ARDs must be completed and PEIMSeD in by Friday, October 11, 2024. This will ensure D'Renda has enough time to verify PEIMS.



Special Education Instructions

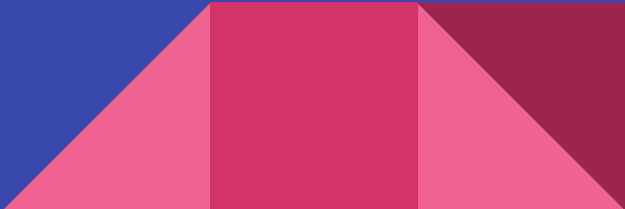
- If you feel a student needs additional evaluations, please speak with your diagnostician/speech therapist **prior** to ARD.
- After each ARD, the General Education teachers **MUST** receive an updated “Teacher Bundle”. Have the teacher sign that they have received the documents.
- Progress Reports are **NOT** a choice to complete. It is mandated by IDEA and an area that is reviewed by TEA.



IEP Report Cards (Progress Reports)

- Teachers are required to provide parent notification of a student's progress toward mastery of IEP goals. A progress report must be sent home at the same time as general education report cards. **The progress report must be completed 5 school days before general education report cards are sent home. Remember the 5 day rule!**
- For Head Start campuses, progress reports will be sent home 6 times a year to follow the report card schedule.
- IT IS THE RESPONSIBILITY OF THE TEACHER/SERVICE PROVIDER TO FILL THESE OUT. IT IS THE RESPONSIBILITY OF THE TEACHER TO PRINT A COPY TO GO WITH THE STUDENT'S REPORT CARD.
- IT IS THE RESPONSIBILITY OF THE DIAGNOSTICIAN OR SPEECH THERAPIST TO ARCHIVE PROGRESS REPORTS IN ESPED. THESE MUST BE ARCHIVED BEFORE AN ANNUAL ARD.

Diagnosticians and Speech Therapists

- Current Case Manager will be responsible for filling out the 'Evaluation Request' in Esped on students who are needing additional evaluations, and will continue as case manager until the follow-up ARD. This includes ARD prep and scheduling.
 - Insure the surrogate parent form has the Director of Special Education's signature before it is uploaded into Esped.
 - **ARDS must be archived within 2 weeks of the ARD being held. No exceptions!**
- 

Diagnosticians and Speech Therapists

- The Private School Notification form continues to come to the Director of Special Education. A copy goes into the working folder and a copy is sent to Sandra Blanscet.
- A copy of the court document, changing the name of a student, must be kept in the working folder and a copy uploaded into Esped.
- Absences must have written documentation during an evaluation to ensure the SSA is in compliance

Initial Evaluation Timelines

~ **TIMELINES** ~

Mandatory / NO Exceptions

Initial Testing

*****Important Note:** *We must report any unmet timelines in this category directly to TEA!****

***Initial Testing/FIE** due within [45 **School Days**] of *received* consent.

Use the due date generated by eSped with caution.


Have the FIE completed in eSped no fewer than 3 School Days of the legal due date.

***Initial ARD (or DNQ ARD)** due within [30 **Calendar Days**] of the completed FIE.

District Policy: Try to hold all initial ARDs for completed initial testing prior to the end of the current school year.

Parent Requests for Evaluation

When a parent sends in a request for an evaluation to the school, we have 15 days to respond to the parent. That means the following:

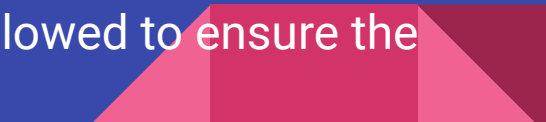
- The school has 10 days to get the information into the red folder and get that information to Clay-Jack to be processed.
 - Clay-Jack makes sure all forms are filled out correctly and gives that information to the evaluator, who in turn seeks parental permission for an FIE.
 - The same 45 school days/30 calendar days apply as with other FIEs.
- 

Parent Requests for Evaluation

If upon reviewing the red folder, it is determined an evaluation isn't warranted, the evaluator may give the parent a PWN outlining the reasons why the evaluation is declined and a copy of the Procedural Safeguards. It is best to do this in a meeting with the parent, so you can obtain their signature for the PS and so they aren't surprised by just receiving these documents backpacked home.



How to Discipline Students in Special Education

- Students who receive special education services receive certain protections under IDEA. Certain procedures and rules must be followed when dealing with children who receive special education services. The laws are not designed to protect students who are disabled from being disciplined.
 - Disciplinary Hearings conducted by the school MUST occur BEFORE the MDR.
 - If a behavior is not a manifestation of their disability (as determined by an MDR ARD) they can receive the same discipline that any other student would receive. However, if the behavior is a manifestation of their disability (as determined by an MDR ARD), procedures must be followed to ensure the problem is addressed.
- 

Special Education Students Assigned to Disciplinary Placements

- Students who have been assigned to a DAEP **MUST** have a MDR ARD within 10 school days, or is approaching 10 days in OSS/ISS. If the student is identified as Autistic, Emotionally Disturbed or OHI due to ADD/ADHD, a School Psychologist **MUST** be invited to attend to help with the Manifestation Determination.
- Preferred practice is to hold the ARD as soon as possible, if parent waives the five day notice.
- Parents of general education students must be offered a special education evaluation and given Procedural Safeguards.

Behavior Adjustment Class

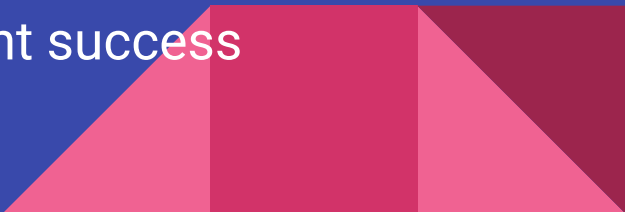
BAC

- BAC is a behavior support program within the sped department or classroom on each campus. The purpose is to provide FAPE to students with disabilities who have a documented pattern of severe behavior problems. BAC is considered a self-contained therapeutic environment, and the amount of time the student spends there is determined by the ARD committee.
- Refer to the individual student's IEP/BIP for questions and guidelines



Positive Behavior Interventions and Supports (PBIS)

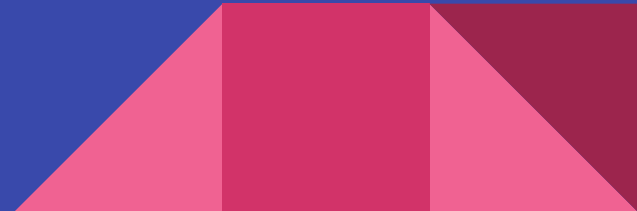
PBIS is an approach based on an extensive body of evidence-based practices. It focuses on preventions rather than punishments. The following features of PBIS may be implemented within all sped classrooms:

- Prevention through support such as routines and relationships
 - Define and teach positive academic, behavioral and social expectations
 - Consistently and positively acknowledge student success
- 

Positive Behavior Interventions and Supports (PBIS)

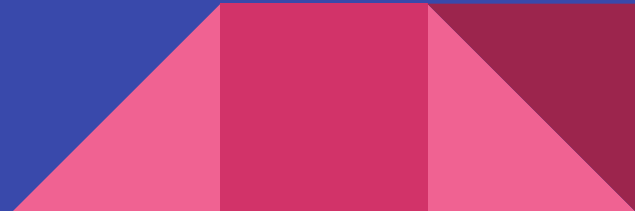
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision-making
- Continuum of intensive and individual interventions

www.pbisworld.com



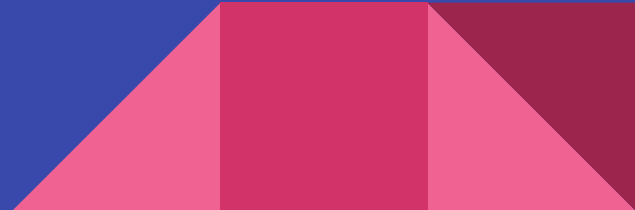
Point Sheets

- This method of documentation can provide data and a way to measure the behavior the student is exhibiting. It also provides data to the ARD committee when determining the amount of time the student needs to spend in BAC and provides a Check-in/Check-out procedure to support the students in the general education classroom.
- Data must be tangible - it is not based on feelings!
- All point sheets are individualized based on IEPs



ESPED

- Training conducted by Whitney
 - 940-720-7940
- Transfer Events
 - Parent and District Representative
 - Not a meeting
 - Must hold placement (annual ARD) 30 days from day of transfer event
- More information to follow with ESPED training
- Refer to the ESPED Manual for further guidance



Annual ARDs

- Must be held annually, before date of last annual review ARD
- **UNDER NO CIRCUMSTANCES MAY AN ANNUAL ARD BE HELD PAST THE DUE DATE – EVEN WITH PARENT PERMISSION**
- ARDs must be scheduled at least 2 weeks before ARD is due.
- Double check your caseload to make sure related service providers and instructional service providers are invited.
- **Please include this statement in your deliberations: The ARD committee is in agreement that the educational programming recommended is appropriately ambitious in light of this student's unique needs.**

Annual ARDs


- ARDs must be held any time there is a consideration of change in the student's program, placement, disability, schedule that involves a change in PEIMS code.
- Annual ARDs must be held anytime there is a change in disability.
- ARD committee consists of : parent, administrator, evaluation personnel (Diag/Speech Therapist), general education teacher, special education teacher, and the student, when appropriate.
- If the parent brings someone with them to the ARD, a Consent for Disclosure of Confidential Information MUST be signed and notice given to the Case Manager. Always ask if that person is licensed to practice law in any state. If the answer is yes, explain the ARD must be tabled until legal counsel is obtained for CJSSA.

Annual ARDs

- Please be aware if an interpreter needs to be invited. All interpreters MUST be trained in the ARD process and confidentiality.
- Teachers in conjunction with diagnosticians are responsible for preparing, conducting, and writing ARDs unless the diagnostician indicates otherwise. The exception to this may be initial ARDs.
- All pages must be compliant before the ARD is completed and archived.




After the ARD

- Review ARD paperwork for compliance
 - Case Manager sends paperwork to D'Renda
 - Copy of ARD to parents
 - Once active in Esped, the special education teacher/speech therapist must give the following information to the general education teacher(s):
 - First page of ARD with listed disability, PLAAFP, Modifications/Accommodations, Goals, testing information, and BIP within 5 school days of ARD.
- 

REMEMBER

- Documentation for accommodations from the Accommodation Resources must be:
 - ROUTINELY
 - EFFECTIVELY
 - INDEPENDENTLY USED (IF APPLICABLE)
 - WRITTEN INTO THE PLAAFP
- 
- A decorative graphic in the bottom right corner consisting of three overlapping triangles in shades of pink and red.

ARDs

- Schedule ARD at a mutually agreed upon time with parents.
 - Invite EVERYONE who has IEP implementation and responsibility – this includes nurse, LPAC, etc.
 - Secure written progress information from all who work with the student and are not able to attend
 - Times on schedule page should match actual special education instructional time in class
 - Instructional Arrangement codes should reflect time served in sped as noted on the schedule page
- 

Revision ARDs

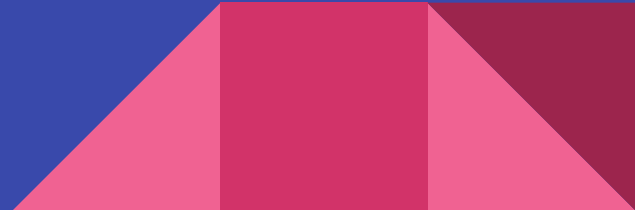
➤ May be used:

- To review failure without any changes to the IEP
- To review discipline without any changes to the BIP, IEP
- Addition of transportation (include Esped transportation forms)
- Review/changes in State/District required assessment when considering a more modified assessment
- Review of evaluation data – HOWEVER, if evaluation results in the change of a disability, an Annual ARD must be held.
- Addition/Deletion of Goals [duration dates MUST reflect the Start Date (date of revision ARD) and the End date (date of ARD currently in place)]

Revision ARDs

➤ May **not** be used:

- For Initial ARDs
- Removal/Addition of a disability
- Annual ARD
- Expulsion ARD



Failure and Lack of Progress

- When to hold a failure ARD:
 - Student fails a class after 2 consecutive 6 week grading periods for schools on a 6 week grading period and after one 9 week grading period. This includes speech only students
 - Case Manager must be notified at time of report card
 - Student fails a class for the semester
 - Failure ARDs must be held within a reasonable timeframe

Failure and Lack of Progress

- Ensure the following items are addressed during a failure ARD:
 - Accelerated Instruction Plan (AIP)/Intensive Program of Instruction (IPI) - include frequency and duration
 - If needed, change in accommodations
 - If needed, change in goals
- Remember the main question during a failure ARD is: How are we changing the IEP to help the student make progress?

Amendment Agreements

- May be used:
 - Clerical Corrections
 - Instructional Accommodations
 - Must be mentioned in the PLAAFP
 - State Testing Accommodations
 - Must be mentioned in the PLAAFP

Be specific when providing an explanation of the need for an Amendment on page one and include those pages from the ARD.



PLAAFP and SBIEP

- PLAAFP – Present Level of Academic Achievement and Functional Performance
 - Provides the story of the student. It must be written before anything else is done in the ARD paperwork, and is based on data/facts of the skills the student can and cannot do. It drives the entire ARD paperwork. If it's not in the PLAAFP, it can't be in the ARD! Include the impact statement!
 - **Impact statements** describe how a disability is impacting learning to the grade-level standard.
- SBIEP – Standards-Based Individual Education Plan
 - Must be developed based on the student's area of qualification. They are annual, measurable goals based on the student's area of need(s) and aligned to enrolled grade-level TEKS

PLAAFP and SBIEP and ARDs....OH MY!

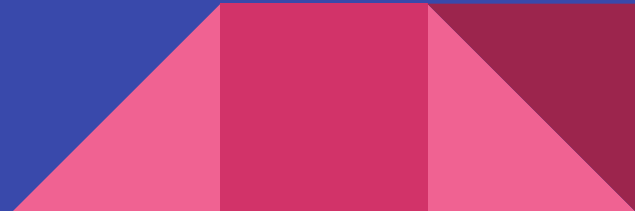
- ARD notices must go out no later than 10 school days before the scheduled ARD. A copy of the PLAAFP and SBIEPs from all service providers must go home no later than 5 school days before the agreed upon ARD. **Remember the five (and 10) school day rule!**
- Three notices of ARD: Case Manager sends first notice, teachers send second and third.
- **Phone/ZOOM ARDs – Document in ARD parent participated. Do not sign for parent/Do not send paperwork home to be signed.**
- Parents state to hold ARD without them. Hold ARD and document in the minutes. Do not sign for parent/Do not send paperwork home to be signed.

PLAAFP and SBIEP and ARDs....OH MY!

- Parent states they will attend, but they do not show:
 - Double check signature obtained stating they will be there
 - Call parent – if no answer or parents do not have a phone, proceed with ARD. Person is appointed to convey results to the parent.
 - ***If the parent is at home/work ARD recommendations can be discussed at that time, asking for their input. Document parent participation by phone in minutes.***
- Three notices sent, no response – hold ARD. Person is appointed to convey results to the parent and this is notated in the minutes. **MAKE SURE THREE NOTICES WERE SENT!**

PLAAFP and SBIEP and ARDs....OH MY!

- Notify all service personnel 2 weeks before ARD is due. Do not call them the day of, an hour before and expect them to drop everything; or an hour after the ARD is held. That results in an ARD that is not duly constituted, which can be illegal.



Explanation of Procedural Safeguards

Rights of parents of students in special education

- The first time the Procedural Safeguards are given a receipt must be documented.
- They must be distributed:
 - Upon initial referral or parent request for evaluation
 - At each Annual ARD
 - Upon receipt of the first sped complaint filed with TEA
 - Upon receipt of mediation and/or first due process hearing complaint in a school year.
 - When a decision is made to take disciplinary action that constitutes a change of placement
 - Upon parent request

Explanation of Procedural Safeguards

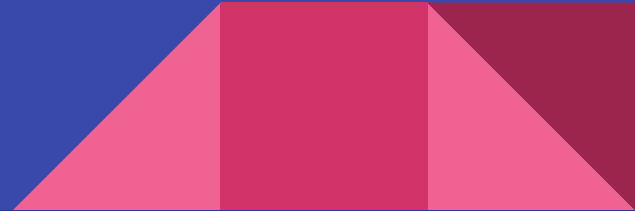
Rights of parents of students in special education

- The parent/guardian/surrogate parent or adult student must receive this document in a language they understand (primary language) or, if needed, a translation of such orally, in sign language or Braille as appropriate.
- Distribution of these rights in other situations **MUST** be documented with a receipt. This receipt must be kept in the student's eligibility folder and uploaded into Esped.



ARD Meeting Agenda

- Agendas should be displayed and followed at all ARD meetings to keep the meeting on track.

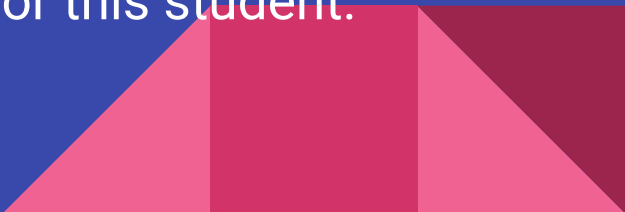


ARD Meeting Agenda

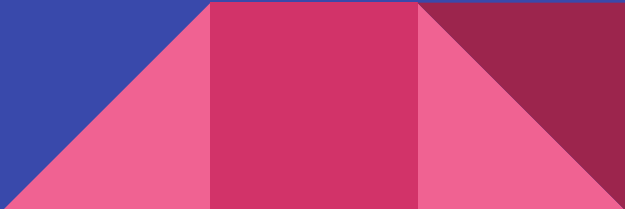
- Greetings/Introductions
- Ask if anyone is licensed to practice law and recording
- Statement of Confidentiality
- Purpose of the meeting
- Review parent information
- Review evaluation data – INCLUDING FIE and BIP
- Review eligibility
- Review PLAAFP
- Review/Develop Goals and Obj.
- Transition – as appropriate
- Review state/district assessment
- Develop schedule
- Review Transportation
- If Annual – address ESY
- Any supplements
- Instructional Arrangement
- Assurances – Administrator
- Read minutes
- Obtain signatures
- Complete PWN

Statement of Confidentiality

READ AT ALL ARD MEETINGS

- All information concerning a student with disabilities is confidential and may not be discussed with anyone except those who have a legitimate educational interest in the student with disabilities. All participants are expected to speak in a courteous manner and in a conversational tone. This expectation must be followed in order to facilitate a safe, collaborative environment focused on the development of appropriate educational plans for this student.
- 

Disagreement ARD

- When mutual agreement about all required elements of the IEP is not achieved, the parent(s) or adult student who disagree(s) shall be **offered** a single opportunity to have the committee reconvene for a period of time not to exceed 10 school days.
 - This process is not required when the student's presence on the campus presents a danger of physical harm to the student or others when the student has committed an expellable offense, or an offense which may lead to a placement in an AEP.
- 

Disagreement ARD

- The date, time, and place for the reconvened ARD committee meeting shall be determined by mutual agreement prior to the recess.
- If the ARD committee still cannot reach mutual agreement, the district shall implement the IEP which it has determined to be appropriate for this student after the five (5) day waiting period.
- When a district implements an IEP with which the parents or adult student disagrees, the district shall provide PWN to the parents or adult student.
- Parents have a right to decline a ten (10) day reconvene ARD.

Extended School Year (ESY)

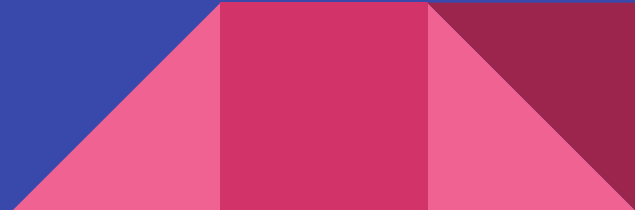
- ESY is to be addressed at every annual ARD and any other time the parent requests.
- ESY form must be filled out on all life skills students or those with an eligibility of Au.
- Evidence of the need for ESY is to be collected by the special education teacher on every child who has had ESY in the past or who the teacher feels may need ESY, or the teacher feels the parent may request ESY. The need for ESY must be documented from formal and informal evaluations provided by the district and parents.

Extended School Year (ESY)

- The documentation shall demonstrate that in one or more critical areas addressed in the current IEP objectives, the student has exhibited, or reasonably may be expected to exhibit severe or substantial regression that cannot be recouped within a reasonable time period.
- Evidence is not to be the opinion of the teacher, but clear, written documentation of a child's abilities in regard to current IEP goals and objectives. Evidence is to be collected before and after every break in educational programming lasting more than 3 school days.
- Regression forms are given to the diagnostician BEFORE the ARD.

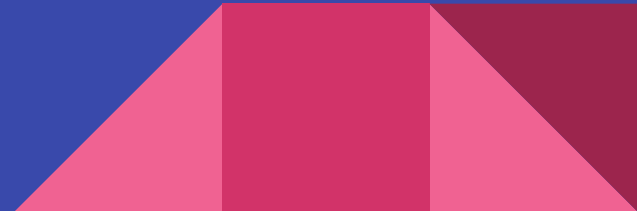
Transition Services

- **Mandatory by the child's 14th birthday.**
- For transition concerns/issues, please contact Linda Wade
Transition Coordinator @ 940-720-7940



Special Education Exit Guidelines

- Students may be removed or exited from special education as a result of one or more of the following reasons:
 - Does Not Qualify (DNQ)
 - Lack of Educational Need
 - Eligible, Not Served
 - Graduation



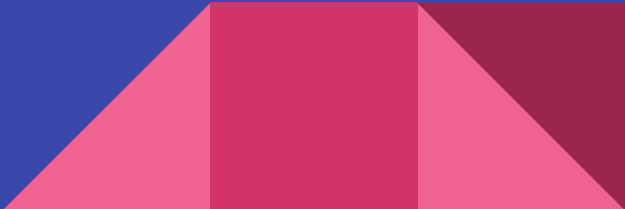
Guidance on Revocation of Parental Consent for Special Education Services

How does a parent revoke consent for special education and related services?

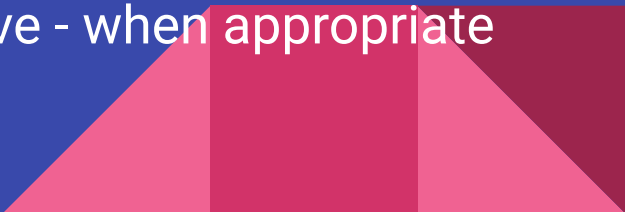
- Consent for the continued provision of special education and related services is voluntary and may be revoked at any time. A parent's revocation of consent must be provided to the school in writing to serve as documentation of the parent's request that the student will no longer receive special education and related services. A RWA letter and PWN will be sent to the parent/guardian/adult student.

Guidance on Revocation of Parental Consent for Special Education Services

If a student experiences academic difficulties after services have been discontinued, may the parent request that the school again provide special education and related services under the student's previous IEP?

- Special education and related services may not merely be reinstated. A parent has the right to request an evaluation to determine if the student is eligible, at that time, for special education and related services. The school will treat this request as a request for an initial evaluation. A new evaluation may not always be required though.
- 

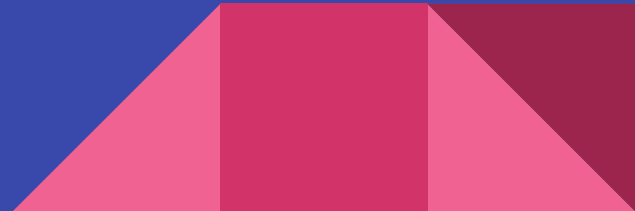
Required Members of the ARD Committee

- Administrator
 - Child's General Education Teacher
 - Special Education Teacher
 - Evaluation Personnel
 - Parent
 - Student – as deemed appropriate
 - LPAC Representative - when appropriate
 - Career and Technology Education Representative - when appropriate
- 


Required Members of the ARD Committee

➤ Other

- D/HH or VI teacher for all ARDs when a student is identified as needing those services
- Speech
- OT, PT



Recording ARDs for Non-English Speaking Parents

- If the student's parent is unable to speak English and the parent's native language is Spanish, the school district must provide a written copy or audio recording of the student's IEP translated into Spanish.
 - If the parent's native language is a language other than Spanish, make a good faith effort to provide the parent a translated written or audio copy of the ARD.
 - If the parent indicates that a translation of the IEP/ARD is not needed, documentation **MUST** be included in the minutes of the ARD.
- 

Things Not to Say in an ARD If you want to avoid litigation

- But we don't have...
- We can't do that – my schedule is already full.
- If this were my child, I'd.....
- She's not eligible for that service due to her disability.
- Our ESY program runs from June 10 – July 15.
- We've never done it that way before.
- Our superintendent has to approve that.
- But what if we get sued?
- I don't have time to modify for one student. If he's going to be in my classroom...
- The regular classroom is not appropriate for this child.

Student Dropdown List Values (cont.)

Instructional Arrangement
01 -- Homebound
02 -- Hospital Class
30 -- State School
81-RCTF-Mainstream
82-RCTF-Resource Rm & Svcs <21%
83-RCTF-Resource Rm & Svcs 21 to <50%
84-RCTF-Self-contained, 50-60%
85-RCTF-Self-contained, >60%
86-RCTF-Separate Campus
87-RCTF-Community Class
88-RCTF-Vocational/Adj
89-RCTF-Full-time Early Child Spec Ed
40 - Mainstream
41 - Resource Rm & Svcs <21%
42 - Resource Rm & Svcs 21 to <50%
43 - Self-contained, 50-60%
44 - Self-contained, >60%
45 - Full-time Early Child Spec Ed
91 - OHC - Mainstream
92 - OHC - Resource Rm & Svcs <21%
93 - OHC - Resource Rm & Svcs 21 to <50%
94 - OHC - Self-contained, 50-60%
95 - OHC - Self-contained, >60%
96 - OHC - Separate Campus
97 - OHC - Community Class
98 - OHC - Full-time Early Child Spec Ed
08 - Vocational Adjustment Class
60 - Nonpublic Day School

Indicator 7

Childhood Outcome Summary Forms - COSF

- For all children 3 – Kindergarten (not yet 6 years of age)
 - Child Outcomes Summary Form is in Esped
 - Found in ARD Forms
 - Not attached to the ARD, it is a separate document that must be archived
- Needs to be completed by the assessment personnel, parent, teacher, and all other stakeholders during initial ARD meeting.
- Case Manager is responsible for checking completeness of document, archiving, and sending an email to Sandra Blanscet within five (5) days of the ARD meeting.
- If a student (aged 3-5) moves into the school district, the district will complete a COSF as if one has not been filled out before.
- If student does not start services on ARD date, COSF will be dated the day services begin.
- Please speak with your diagnostician/speech therapist if you have never attended a COSF training
- Questions regarding COSFs can be directed to Sandra Blanscet 940-720-7940

Indicator 7

Childhood Outcome Summary Forms - COSF

➤ EXIT Criteria

- Dismissed from sped services prior to 6th birthday. The date services end will be the last date of services – most likely the dismissal ARD date. Complete COSF immediately, archive and email Sandra Blanscet (sandra.blanscet@henrietta-isd.net)
- If the student turns 6 during the school year, the COSF will have to be completed at the end of the year, with a notation of the last day of school as final service date. Archive immediately and send email to Sandra.
- Questions regarding COSF can be directed to Sandra.

- ### ➤ Failure to turn in COSFs is a TEA violation and will be reported to the Director of Special Education/Superintendent for documentation purposes.

Definition of a Parent

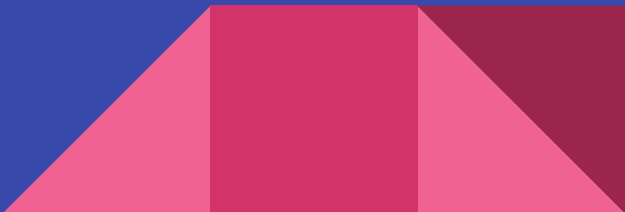
IDEA Section 300.30 states:

- A biological or adoptive parent of a child
- A foster parent, unless State law, regulations or contractual obligations with a State or local entity prohibit a foster parent from acting as a parent
- A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the state).

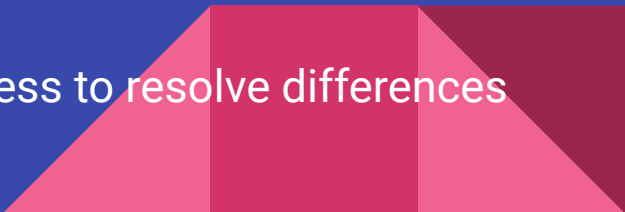


Definition of a Parent

IDEA Section 300.30 continued:

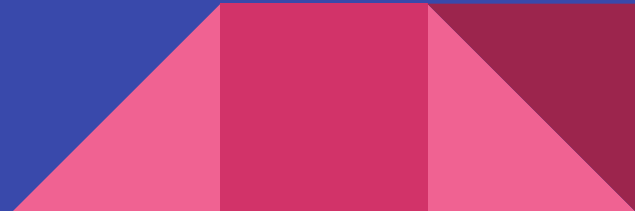
- An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare.
 - A surrogate parent
- 

Surrogate/Foster Parent Training

- Appointed to represent the interests of a child with a disability in the educational decision-making process when:
 - No parent can be identified
 - After reasonable efforts, the district cannot discover the whereabouts of a parent, or,
 - The student is a ward of the state
 - A surrogate parent is entitled to
 - Participate in the child's ARD/IEP meeting
 - Examine the child's education records, and,
 - Receive notice, grant consent, and invoke due process to resolve differences
- 

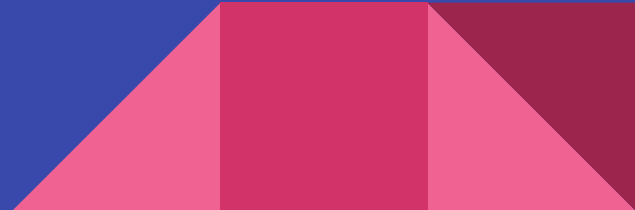
Surrogate/Foster Parent Training

- A foster parent may act as a parent if:
 - The natural parents' authority to make educational decisions on the child's behalf has been extinguished under state law, and,
 - The foster parent:
 - Has an ongoing, long-term parental relationship with the child
 - Is willing to make the educational decisions required of parents, and,
 - Has no interest that would conflict with the interests of the child



Surrogate/Foster Parent Training

- Who can be a surrogate parent?
 - Foster parent
 - Community volunteer
 - CASA (940-766-0552)
- Who can't be a surrogate parent?
 - Employee of a public agency involved in education or care of the child
 - Person with a conflict of interest




Surrogate/Foster Parent Training


- A surrogate/foster parent must complete training in which the individual is provided an explanation of the provision of federal and state laws, rules and regulations within 90 calendar days from the date of initial assignment.
- Training is provided online through SpedTex.
- Campuses need to request a copy of the court order to assure the rights of the parents have been severed.



Homebound Services

- Students who are chronically ill or who have other medical conditions which result in the student being confined to their home or hospital bed for at least four consecutive or four cumulative weeks during the school year may be eligible to receive instruction at home. This placement requires documentation from a physician indicating the type and severity of the condition as well as the anticipated length of confinement to the home.
- 

Homebound Services - Referral Process

- A parent, doctor, or other professional can make a request for homebound (or shortened day) services.
 - The campus will have the parent sign a Release of Confidential Information and a homebound form will be sent to a licensed physician. The physician will complete the form and return it to the Case Manager.
 - Upon receipt of the form by the Case Manager, an ARD meeting is scheduled to determine eligibility for services, IEPs, and schedules
 - A new Homebound Needs Assessment must be filled out every year for continued eligibility.
- 

Homebound Attendance Requirements

Homebound students will earn eligible days present based on the number of hours the student is served at home by a certified teacher each week.

- One Hour = One day present
- Two Hour = Two days present
- Three Hours = Three days present
- Four or more Hours = Four or Five days present



Assistive Technology

- 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 the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.
- Contact your diagnostician or speech therapist if you have any questions.

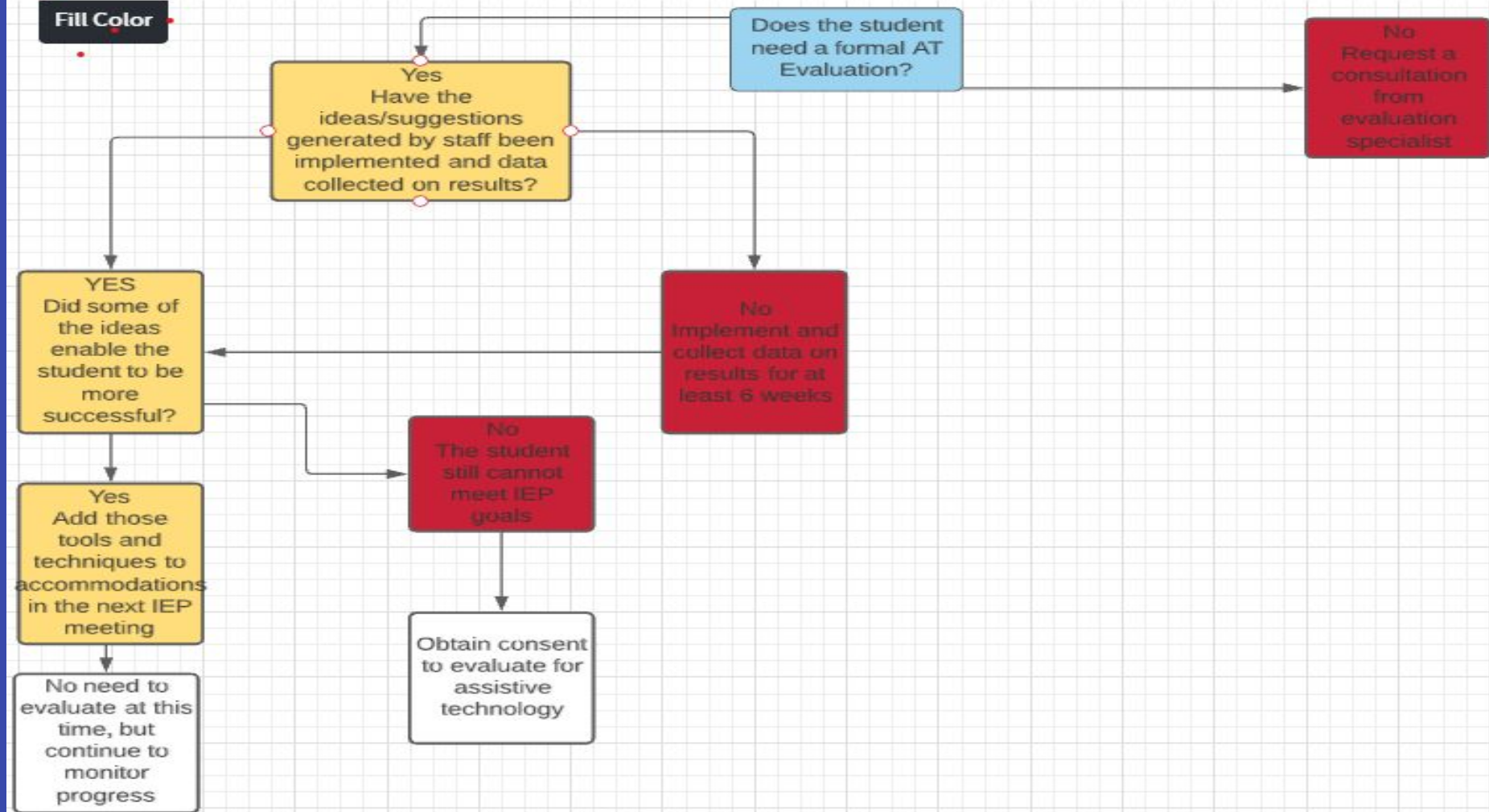


Assistive Technology

May be provided in the following areas

- Academic Supports
- Auditory Aids
- Augmentative/Alternative Communication
- Computer Access
- Electronic Aids to Daily Living
- Mobility
- Physical Education, Recreation, and Leisure
- Positioning and Seating
- Self-Care
- Visual Aids
- Writing Aids

Fill Color



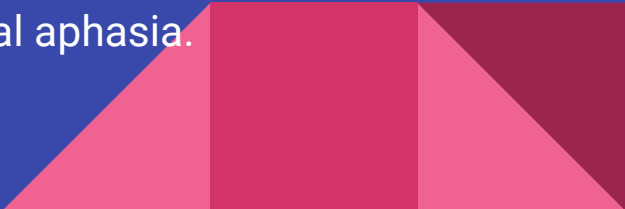
Dyslexia

Definition of Dyslexia and Specific Learning Disability

➤ Dyslexia:

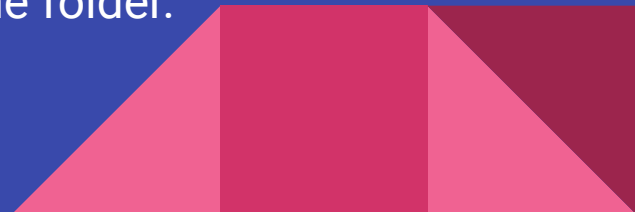
- A disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

➤ Specific Learning Disability:

- means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- 

Dyslexia - The Single Pathway to Referral

- Anytime a referral is made for dyslexia and the student is not already in special education, a red folder is started. The folder should include:
 - Referral for Special Education with Dyslexia checked
 - Hearing and Vision Screening - must be less than a year old
 - Home Language Survey
 - Environmental Checklist
 - Parent Forms
 - Teacher Forms
- Please make sure paperwork is turned in, in this order. There is also a sticker on the red folder to show the order to be placed in the folder.



Dyslexia

When the red folder is turned in and found to be compliant, the diagnostician will seek parental consent for a Full Individual Initial Evaluation (FIIE). If the parent gives consent, an FIIE will be completed.

If the parent checks no and does not give consent for an FIIE, they will be given a copy of the Procedural Safeguards and a Prior Written Notice will be sent home. The diagnostician/speech therapist will upload the information into Esped.



House Bill 1416

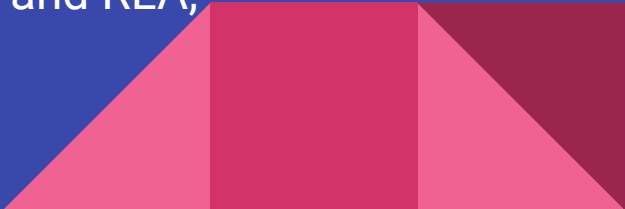
HB 1416 updated accelerated instruction requirements from HB 4545 by stating the qualifying student must be:

- Assigned a TIA-designated teacher for the subsequent school year in the applicable subject area OR



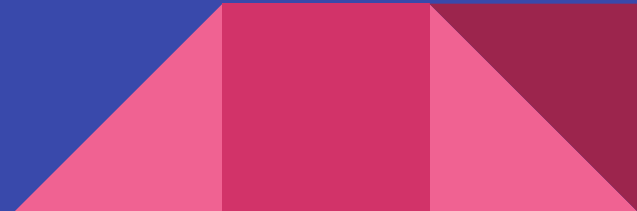
House Bill 1416

Provided supplemental instruction, in addition to instruction typically provided to students in the grade levels in which they are enrolled and including targeted instruction in the TEKS for the applicable grade level/subject areas, ideally aligned with the research on high impact tutoring in the following manner:

- Supplemental instruction totals to not less than 15 or 30 hours, depending on the student performance, provided in the summer or at least once per week during the school year;
 - In no more than 2 subjects per year, prioritizing math and RLA;
- 

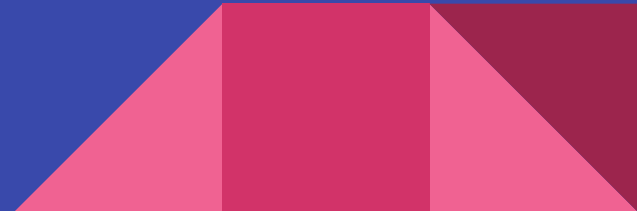
House Bill 1416

- In a group of no more than 4 students, unless the parent or guardian of each student in the group authorizes a larger group;
- Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes effective instructional materials designed for supplemental instruction;
- Provided by a person with training in the applicable instructional materials for the supplemental instruction and provided by one person, to the extent possible, for the entirety of the accelerated instruction.



House Bill 1416

- Removes the requirement for ALCs while requiring an Accelerated Education Plan after a student fails to achieve approaches or higher on two consecutive STAAR or EOC assessments in the same subject area;
- Clarifies that students who take STAAR-Alt 2, are retained, or take substitute high school assessments are not subject to accelerated instruction requirements



House Bill 1416

Is an ARD committee meeting still required for students receiving special education services to determine the way the student will participate in accelerated and supplemental instruction?

- No. An ARD committee MAY be convened if the committee feels that a student's IEP may need to be modified based on the accelerated and supplemental instruction requirements, but it is NOT required. If an ARD is not convened, the LEA will use the SAME processes and procedures for a student with an IEP as it does for all other students. The ARD must review the student's participation and progress at the student's NEXT annual ARD.