

LEGAL FRAMEWORK SUBMISSION

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Diagnostic/Assessment Specialist
10/22/2020



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OCTOBER 31, 2020

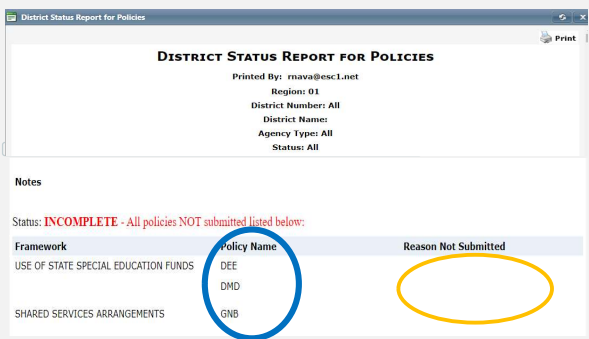
- 1.) Policies
- 2.) Right to Information
- 3.) **Transition And Employment
Designee Directory And
Transition And Employment
Guide Posting Status Report**
- 4.) Operating Procedures



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POLICIES






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POLICIES FOR CHARTER SCHOOLS

Provide statement why not submitted




- All policies must be board approved
- Policies reflect your institution

2019-2020 District Policy Designations--First Occurrence

Policy Code	Key Code	Policy Title	Explanation of Policy/Framework Connection
Child Find Duty			
EEH		INSTRUCTIONAL ARRANGEMENTS: HOMEBOUND INSTRUCTION	possibility that a student might need specially designed instruction due to a disability
EEM		INSTRUCTIONAL ARRANGEMENTS: JUVENILE RESIDENTIAL FACILITIES	may indicate need for specially designed instruction
EHB		CURRICULUM DESIGN: SPECIAL PROGRAMS	may indicate need for specially designed instruction; includes parental notice of assistance for learning difficulties
EBAA		SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY	lists Child Find duty
EBAC		SPECIAL EDUCATION: STUDENTS IN NON-DISTRICT PLACEMENT	home-school/private school child find connection
EBBB		SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS	student may require specially designed instruction when identified g/t
EHBC	\$	SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES	these services should be considered prior to referral; also identifies at-risk categories
EBDD		SPECIAL PROGRAMS: FEDERAL TITLE I	possibility that a student might need specially designed instruction due to a disability
EBDE		SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL	possibility that a student might need specially designed instruction due to a disability
EIE	\$	ACADEMIC ACHIEVEMENT: RETENTION AND PROMOTION	retention could be tied to an undiagnosed disability
FB		EQUAL EDUCATIONAL OPPORTUNITY	written explanation of options/requirements for students with learning difficulties
FBA		EQUAL EDUCATIONAL OPPORTUNITY: SERVICE ANIMALS	may indicate need for specially designed instruction

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RIGHT TO INFORMATION



School Year XXXX - XXXX
Corrective Action- Right to Information

District XXXXXX
Region XX

1. Background and Statutory Authority

In accordance with the Individuals with Disabilities Education Act (IDEA), mandate at 34 CFR 300.500, 34 CFR 300.505, the Texas Education Agency (TEA) must primarily focus its monitoring activities on improving educational results and functional outcomes for all children with disabilities and on ensuring that public agencies meet IDEA Part B program requirements. TEA must focus on those IDEA requirements most closely related to improving educational results for children with disabilities. In doing so, TEA must use the quantifiable and qualitative indicators necessary to adequately measure performance in priority areas, including the provision of a free appropriate public education in the least restrictive environment and child find.

TEA is committed to ensuring that every local education agency (LEA) in the state meets federal and state statutory requirements. As part of TEA's corrective action response to requirements issued by the US Department of Education, Office of Special Education Programs (OSEP), **Essential Corrective Action 2.A.**, requires TEA to ensure that all LEAs distribute information to every enrolled student's family regarding IDEA's child find and RAPE requirements to inform them of their rights under IDEA and to provide the contact information to request an initial evaluation.

Texas Education Code (TEC) §26.0881(c) requires TEA to produce and provide LEAs a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education. LEAs must provide the explanation each year to a parent of each student in the district by including the explanation in the student handbook or by another means.

The LEA has reviewed and included, evidenced at the local level, the **revised Student Handbook Statement provided by TEA** in the district's explanation as required in TEC §26.0881(c).

2. Provision of Information Verification Statement

The LEA assures that it distributed the written explanation that contains the information provided by TEA to a parent of each district student in compliance with TEC §26.0881(c).

3. Assurance Statement

The LEA assures that these statements are accurate and meet the submission requirements.

Assurance Statement has been submitted with the information provided above.

Your Confirmation Number is: XXXXXXXXXXXX
Date submitted: XXXXXXXXXXXX
By: XXXXXXXXXXXX

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TRANSITION



School Year XXXX - XXXX
Transition and Employment Designee Directory and Transition and Employment Guide Posting

District XXXXXX
Region XX

1. Background and Statutory Authority

In accordance with the Texas Education Code §29.012(c) and §29.011(b) local educational agencies (LEAs) are required to:

- Post the **Transition and Employment Guide** on the LEA's website.
- Provide written information and, if necessary, assistance to a parent regarding how to access the electronic guide at the first admission, review, and dismissal committee at which transition is discussed, and
- Designate at least one employee as the Transition and Employment Designee to help coordinate transition and employment services for students served by special education,
 - Students with disabilities and their parents and as appropriate,
 - Local and regional staff of the Health and Human Services Commission, Texas Workforce Commission, Department of State Health Services, and the Department of Family and Protective Services.
 - The Transition and Employment Designee will participate in the minimum training guidelines as required.

2. Assignment and Posting

- Contact your Administrator for AskTED to enter the Transition and Employment Designee to the AskTED directory or email AskTED@tea.texas.gov directly. If your LEA does not have an AskTED administrator, and
- Link the **Transition and Employment Guide** from the [Texas Transition](http://TexasTransition.org) website to the LEA's website for parent and student access.

3. Assurance Statement

- The LEA assures that the current Transition and Employment Designee is listed on the AskTED directory for the LEA.
- The LEA assures that the Transition and Employment Designee will fulfill the minimum training guidelines and responsibilities.
- The LEA assures the **Transition and Employment Guide** is listed from the [Texas Transition](http://TexasTransition.org) website to the LEA website for parent and student access.

The LEA assures that these statements are accurate and meet the submission requirements.

Assurance Statement has been submitted with the information provided above.

Your Confirmation Number is: XXXXXXXXXXXX
Date submitted: XXXXXXXXXXXX
By: XXXXXXXXXXXX



Texas Transition and Employment Guide

Spanish ePub (Digital Book)




July 2018

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LEGAL FRAMEWORKS STATEMENT

Some LEAs have had questions about uploading OPs to the Legal Framework. This email is intended to address those concerns.

When uploading the OPs, the person uploading will see a screen with two to three Child Find links. Any of these links will work as they all lead to the same place. Please follow these steps for uploading.

1. Upload a link to the correct framework using any one of the two or three links offered in the system.
2. Do not depend on the framework report to list what is **complete or incomplete**.
3. Print the page and retain the hard copy for your records or take a screenshot of the page where you uploaded the OPs and retain the screenshot for your records.

-Legal frameworks response to operating procedures

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OPERATING PROCEDURES

- **CHILD FIND**
- **EVALUATION**
- **FAPE**



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The *Strategic Plan for Special Education in Texas of 2018* identified areas of focus around Child Find. These areas were selected as the special education operating procedures for upload in 2020-2021.

- **CHILD FIND DUTY**
- **DYSLEXIA SERVICES**
- **REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES**
- **AGES 0-5**
- **CHILDREN WHO TRANSFER**

CHILD FIND



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The *Strategic Plan for Special Education in Texas of 2018* identified areas of focus around Evaluation. These areas were selected as the special education operating procedures for upload in 2020-2021.

- **REED**
- **EVALUATION PROCEDURES**
- **EVALUATION (All disability categories)**
- **IEE**

Evaluation



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The Strategic Plan for Special Education in Texas of 2018 identified areas of focus around FAPE. These areas were selected as the special education operating procedures for upload in 2020-2021.

FAPE

- **ARD COMMITTEE MEMBERSHIP**
- **PARENT PARTICIPATION**
- **ARD COMMITTEE MEETING**
- **DETERMINATION OF ELIGIBILITY**
- **TRANSITION SERVICES**
- **PRESENT LEVELS**
- **ANNUAL GOALS**
- **SPECIAL FACTORS**
- **SUPPLEMENTARY AIDS AND SERVICES, SPECIAL EDUCATION, RELATED SERVICES**
- **LEAST RESTRICTIVE ENVIRONMENT**
- **PLACEMENT IN A RESIDENTIAL FACILITY**
- **STATE AND DISTRICTWIDE ASSESSMENTS**
- **GRADUATION**
- **EXTENDED SCHOOL YEAR**
- **AMENDMENT WITHOUT A MEETING**



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**TEMPLATE
UPLOADS/LINKS**

Document	Document Type	Framework
#CHILD_FIND-Ages_0-5.docx	Operating Procedures	AGES 0-5
#CHILD_FIND-Child_Find_Duty.docx	Operating Procedures	CHILD FIND DUTY
#CHILD_FIND-Children_Who_Transfer.docx	Operating Procedures	CHILDREN WHO TRANSFER
#CHILD_FIND-Dyslexia_Services.docx	Operating Procedures	DYSLEXIA SERVICES
#CHILD_FIND-Generic.docx	Operating Procedures	CHILD FIND DUTY
#CHILD_FIND-Referral_for_Possible_Special_Education_Services.docx	Operating Procedures	REFERRAL FOR POSSIBLE SPECIAL EDUCATION SERVICES
#EVALUATION-Disabilities.docx	Operating Procedures	AUTISM
#EVALUATION-Disabilities--Autism.docx	Operating Procedures	AUTISM
#EVALUATION-Disabilities--Deaf_Blindness.docx	Operating Procedures	DEAF-BLINDNESS
#EVALUATION-Disabilities--Deaf_or_Hard_of_Hearing.docx	Operating Procedures	DEAF OR HARD OF HEARING
#EVALUATION-Disabilities--Emotional_Disturbance.docx	Operating Procedures	EMOTIONAL DISTURBANCE
#EVALUATION-Disabilities--Intellectual_Disability.docx	Operating Procedures	INTELLECTUAL DISABILITY
#EVALUATION-Disabilities--Multiple_Disabilities.docx	Operating Procedures	MULTIPLE DISABILITIES
#EVALUATION-Disabilities--Noncategorical_Early_Childhood.docx	Operating Procedures	NONCATEGORICAL EARLY CHILDHOOD
#EVALUATION-Disabilities--Orthopedic_Impairment.docx	Operating Procedures	ORTHOPEDIC IMPAIRMENT
#EVALUATION-Disabilities--Other_Health_Impairment.docx	Operating Procedures	OTHER HEALTH IMPAIRMENT
#EVALUATION-Disabilities--Specific_Learning_Disability.docx	Operating Procedures	SPECIFIC LEARNING DISABILITY
#EVALUATION-Disabilities--Speech_or_Language_Impairment.docx	Operating Procedures	SPEECH OR LANGUAGE IMPAIRMENT
#EVALUATION-Disabilities--Traumatic_Brain_Injury.docx	Operating Procedures	TRAUMATIC BRAIN INJURY
#EVALUATION-Disabilities--Visual_Impairment.docx	Operating Procedures	VISUAL IMPAIRMENT
#EVALUATION-Evaluation_Procedures.docx	Operating Procedures	EVALUATION PROCEDURES
#EVALUATION-Generic.docx	Operating Procedures	EVALUATION PROCEDURES
#EVALUATION-Independent_Educational_Evaluation.docx	Operating Procedures	INDEPENDENT EDUCATIONAL EVALUATION
#EVALUATION-Review_of_Existing_Evaluation_Data.docx	Operating Procedures	REVIEW OF EXISTING EVALUATION DATA

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DYSLEXIA TEMPLATE

OPERATING PROCEDURES
DYSLEXIA SERVICES

"[Insert LEA NAME]" "[Co. Dist. #]"

Revised: October, May 2020

Legal Framework: **DYSLEXIA SERVICES**
Related Resources:
Broad Category: **CHILD FIND**

PROCEDURES:

- Describe your LEA's procedure for early identification, intervention, and support for students at risk for dyslexia.
- Describe your LEA's procedure for accurately reporting the number of students with disabilities identified with dyslexia through the TDS/PEIMS system.
- Describe your LEA's procedure for purchasing or developing the reading programs for students with disabilities identified with dyslexia.
- Describe the evidence-based interventions in place to address the needs of students with dyslexia.
- Describe how your LEA ensures that all general and special education teachers who screen and provide instruction to students with dyslexia receive appropriate training in instructional strategies.
- Describe your LEA's program for parents and guardians of students with disabilities identified with dyslexia.
- Describe how your LEA determines which pathway to follow when providing services for students identified with dyslexia:
 - Section 504 of the Rehabilitation Act
 - IDEA-Part B

STAFF RESPONSIBLE:

District Level: "[insert staff position not person's name,]"
Campus Level: "[insert staff position not person's name,]"

TIMELINES FOR DYSLEXIA SERVICES ACTIVITIES:

- Training for teachers who screen and instruct students with dyslexia, including interventionists as well as classroom teachers
- Education programs for parents and guardians of students with dyslexia
- Notifying parents of students eligible under Section 504 about services and options available to students with dyslexia

Operating Procedures
Date Issued/Revised: "[insert date]" CHILD FIND
Page 1 of 2

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OPERATING PROCEDURES
DYSLEXIA SERVICES

"[Insert LEA NAME]" "[Co. Dist. #]"

- Dyslexia screening
- Referral for standard protocol dyslexia instruction
- IEP (referral for dyslexia under IDEA)

EVIDENCE OF PRACTICE:

- Forms or checklists
- Teacher training artifacts (presentation handouts, sign-in sheets, etc.)
- Agendas from education programs for parents
- Written consent for evaluation
- Evaluation reports
- Copies of Section 504 meetings
- Copies of IAD committee meetings
- Description of reading program(s) used for students with dyslexia
- TDS/PEIMS reports for students with disabilities identified with dyslexia

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DISABILITIES CATEGORIES

OPERATING PROCEDURES
DISABILITIES CATEGORIES

"[Insert LEA NAME]" "[Co. Dist. #]"

Revised: October, May 2020

Related Resources:

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

Broad Category: **EVALUATION**

PROCEDURES:

Autism

- Describe any unique procedures or requirements the district has in place for evaluating the suspicion of autism.
- What professionals are included in the group of qualified professionals when evaluating a student suspected of having autism? Describe the procedures followed when identifying these multi-disciplinary team members.
- What procedures are used for conducting an initial evaluation and a reevaluation for autism?
- How are cultural and linguistic differences considered when evaluating for autism?
- Explain the procedures used when requesting an FBA.
- Explain the procedures used when drafting a BIP.

Deaf/Blindness

- Describe any unique procedures or requirements the district has in place for evaluating the suspicion of deaf/blindness.
- Describe the procedures for obtaining, at no cost to the parents, an otological

Deaf or Hard of Hearing

- Describe any unique procedures or requirements the district has in place for evaluating the suspicion of deaf or hard of hearing.
- Describe procedures followed for obtaining, at no cost to the parents, an otological examination performed by an otolaryngologist, or by a licensed medical doctor with documentation that an otolaryngologist is not reasonably available.
- Describe procedures followed for obtaining, at no cost to the parents, an audiological evaluation performed by a licensed audiologist.
- Explain the role of the specialist who completes the assessment of the student's potential for communications through a variety of means, including oral (spoken) and aural (hearing), fingerspelling, and/or sign language.
- Describe the procedures used to obtain Consent to Release Confidential Information from the parent.
- When a licensed medical professional has provided documentation because a licensed otolaryngologist is not reasonably available, what is the procedure used for continuing to pursue documentation by an otolaryngologist? How is that information recorded in the evaluation?

Emotional Disturbance

- Describe any unique procedures or requirements the district has in place for evaluating the suspicion of an emotional disturbance.
- What professionals are included in the group of qualified professionals when evaluating a student suspected of having an emotional disturbance?
- What procedures are used for planning an initial evaluation and a reevaluation for emotional disturbance?

Operating Procedures
Date Issued/Revised: "[insert date]" EVALUATION
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FAPE COMPOSITE

OPERATING PROCEDURES	
FREE APPROPRIATE PUBLIC EDUCATION COMPOSITE	
"[Insert LEA NAME]"	"[Co. Dist. #]"
<small>Complete update May 2020</small>	
Related Resources:	
DETERMINATION OF ELIGIBILITY	
PRESENT LEVELS	
ANNUAL GOALS	
SPECIAL FACTORS:	
Assistive Technology	
Autism	
Behavior	
Blind or Visually Impaired	
Deaf or Hard of Hearing	
Limited English Proficiency	
STATE AND DISTRICTWIDE ASSESSMENTS	
SUPPLEMENTARY AIDS AND SERVICES, SPECIAL EDUCATION, AND RELATED SERVICES	
EXTENDED SCHOOL YEAR SERVICES	
Broad Category: FREE APPROPRIATE PUBLIC EDUCATION	
<hr/>	
PROCEDURES:	
Determination of Eligibility	
<ul style="list-style-type: none"> Describe the training provided about the ARD committee's determination of eligibility. What is the timeline for providing the parent a copy of the evaluation report and what procedures are followed for explaining the evaluation? What procedures are followed when staff have questions about the recommendations for a student regarding the determined disability condition(s) and the need for special education and related services in the FIE, including initial and reevaluations? 	
Present Levels of Academic Achievement and Functional Performance	
<ul style="list-style-type: none"> What procedures are followed to ensure IEPs include PLAAFPs that address the strengths and needs of the students based on current data, including the FIE? What procedures are used to ensure PLAAFPs include a description of how the disability impacts the student's access and progress in the general curriculum? 	
Annual Goals	
<ul style="list-style-type: none"> What procedures are followed to document delivery of service and progress toward achieving the measurable annual goals? 	

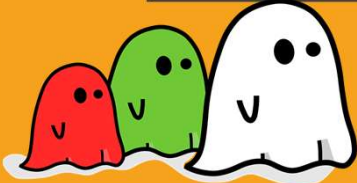
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October 31, 2020
Due date

QUESTIONS?

THANKS!



Happy
Halloween

Rosario Nava, M. Ed.

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