

# Introduction to Special Education (AIM for Success Academy Day 1)

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Office of School Improvement, Accountability, & Compliance  
Division of Curriculum, Instruction and Accountability

Workshop 284031  
check in code: AIM1



September 25, 2023

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# Objectives

TLW gain insights into the special education process.

TLW develop an understanding of the required components of an IEP.

TLW develop an understanding of federal and state laws governing special education.



# Important Times

Start time	8:30 am
Lunch	11:30 am - 1:00 pm
End time	3:30 pm



# Know the Audience

Are you currently an elementary or secondary administrator?

Did you teach general education, special education, bilingual education?

Is this your first, second or third year in administration?

Rate your knowledge about special education.



# Why did you pursue a career in educational administration?



# Activity



Find a partner.

Number your paper 1-20.



3 minutes

You will be given 20 acronyms and will have 3 minutes to write the meaning of the special education acronym.



<b>1</b>	<b>DMS</b>
<b>2</b>	<b>CAP</b>
<b>3</b>	<b>LEA</b>
<b>4</b>	<b>RDA</b>
<b>5</b>	<b>ARD</b>
<b>6</b>	<b>AT</b>
<b>7</b>	<b>BIP</b>
<b>8</b>	<b>ECI</b>
<b>9</b>	<b>ESY</b>
<b>10</b>	<b>FAPE</b>

<b>11</b>	<b>FBA</b>
<b>12</b>	<b>FERPA</b>
<b>13</b>	<b>FIE</b>
<b>14</b>	<b>FIIE</b>
<b>15</b>	<b>IDEA</b>
<b>16</b>	<b>IEP</b>
<b>17</b>	<b>LRE</b>
<b>18</b>	<b>OT</b>
<b>19</b>	<b>ARDC</b>
<b>20</b>	<b>PLAAFP</b>





1	DMS	Differentiated Monitoring and Support
2	CAP	Corrective Action Plan
3	LEA	Local Education Agency
4	RDA	Results Driven Accountability
5	ARD	Admission, Review, and Dismissal
6	AT	Assistive Technology
7	BIP	Behavior Intervention Plan
8	ECI	Early Childhood Intervention
9	ESY	Extended School Year
10	FAPE	Free Appropriate Public Education

11	FBA	Functional Behavioral Assessment
12	FERPA	Family Educational Rights Privacy Act
13	FIE	Full and Individual Evaluation
14	FIIE	Full and Individual Initial Evaluation
15	IDEA	Individuals with Disabilities Education Act
16	IEP	Individualized Education Program
17	LRE	Least Restrictive Environment
18	OT	Occupational Therapy
19	ARDC	Admission, Review, Dismissal Committee
20	PLAAFP	Present Levels of Academic Achievement and Functional Performance





## Group Activity

Get into groups of 3 and grab chart paper and markers.



## What I Know



## What I Want to Know



# IDEA, FAPE and Special Education

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.



# Special Education Process

Step 1

## Referral

Child is referred for a special education evaluation.

Step 2

## Evaluation

Child is evaluated.

Step 3

## Eligibility Determination

ARD committee determines eligibility.

Step 4

## IEP Development

If eligible, ARD committee develops IEP.



# Section 1: Referral

# Special Education Process

Step 1

## Referral

Child is referred for a special education evaluation.

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# Child Find Obligation

Child Find is the affirmative and ongoing process of public awareness, coordination with agencies and primary sources, and screening procedures to locate, identify, and evaluate all children with disabilities from birth through age 21 who may require early intervention or special education services. This process includes children who are:

- Enrolled in a public school and advancing from grade to grade
- Parentally placed in a private school, homeschool, or attend a virtual school
- Highly mobile, including migrant children
- Homeless
- In foster care or unaccompanied youth
- Wards of the state
- Involved in the criminal justice system
- Reside in nursing homes



# Referral for Special Education

All children who are suspected of having a special education disability AND needing special education and related services as a result of that disability **must** be referred for a special education evaluation.



# Texas State Regulations- Full and Individual Evaluation

## [19 TAC §89.1011](#)

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

Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to evidence-based intervention; and other academic or behavior support services.

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



# Who Can Make a Referral?

A referral for a full individual and initial evaluation (FIIIE) may be initiated at any time by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.



# Prior Written Notice

The Local Education Agency (LEA) must inform the child's parents in writing if it proposes to evaluate the child for possible special education eligibility and services. \*

Child Find does not require schools to agree to conduct an evaluation for every child.

If a school does not agree with a request to conduct an Full and Individual Initial Evaluation (FIIIE), it must provide Prior Written Notice (PWN) and explain why it refuses to evaluate. \*

\*see timeline on slide 26



# Parental Consent

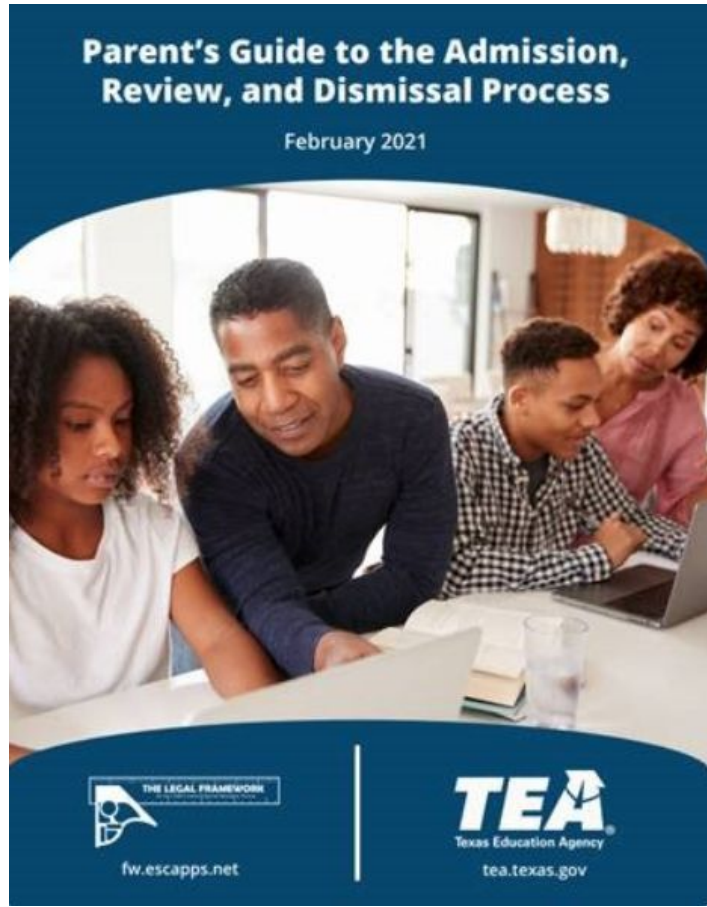
*Informed* parental consent must be obtained prior to conducting a FIE.

Informed consent means-

- The parent has been fully informed of all information relevant to the initial evaluation in the parent's native language or other mode of communication;
- The parent understands and agrees in writing to the LEA carrying out the initial evaluation and the consent describes the initial evaluation and 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 any time; and
- If the parent revokes consent, that revocation is not retroactive; therefore, it does not negate an action that has occurred after the consent was given and before the consent was revoked.



# Required Document



The Parent's Guide to the Admission, Review, and Dismissal Process is a comprehensive document that explains the admission, review, and dismissal (ARD) process and contains information that assists parents in participating effectively in the ARD committee for their child. Parents must be provided this document prior to the initial ARD meeting or upon request.



# Required Document

The Notice of Procedural Safeguards explains the rights and responsibilities of parents under the Individuals with Disabilities Education Act (IDEA). Parents must be provided this document once a year and with the following circumstances:

- Upon initial referral or on request for evaluation;
- Upon the first occurrence of the filing of a due process hearing complaint or special education complaint during a school year;
- Upon a disciplinary change of placement; or
- Upon a request by a parent.

The local education agencies (LEAs) must maintain documentation of provision of this document to parents in the child's eligibility folder.





# Things to Remember: Referral

Referrals for an initial evaluation should not be delayed or denied because tiered interventions have not been implemented with a student.

If there is a basis to suspect a student has a disability and needs special education and related services based on this disability, the student must be referred for an evaluation.

The campus can continue or initiate interventions throughout the evaluation process.



# Things to Remember: Consent

Best practice is to obtain informed consent through a face-to-face meeting. If this is not possible, explain the proposed evaluation or services through a phone conference or virtual meeting with the parent/guardian or adult student.

The responsibility for obtaining informed consent is not met by simply sending paperwork home for the parent to sign. One way to confirm that the parent/guardian or adult student is fully informed is to check for understanding.

Informed consent requires an actual signature, not just an agreement. Check your local policies and special education operating procedures for guidance on electronic signatures.



# Section 2: Evaluation

# Special Education Process

Step 1

## Referral

Child is referred for a special education evaluation.

Step 2

## Evaluation

Child is evaluated.

Step 3

## Eligibility Determination

ARD committee determines eligibility.

Step 4

## IEP Development

If eligible, ARD committee develops IEP.



# Evaluation Purpose and Timeline

The purpose of conducting an FIIE is to:

- determine if the child is a child with a disability
- gather information that will help determine the child's educational needs
- guide decision making about appropriate educational programming for the child

The evaluation is comprehensive and uses a variety of assessment tools, sources of information, and strategies.

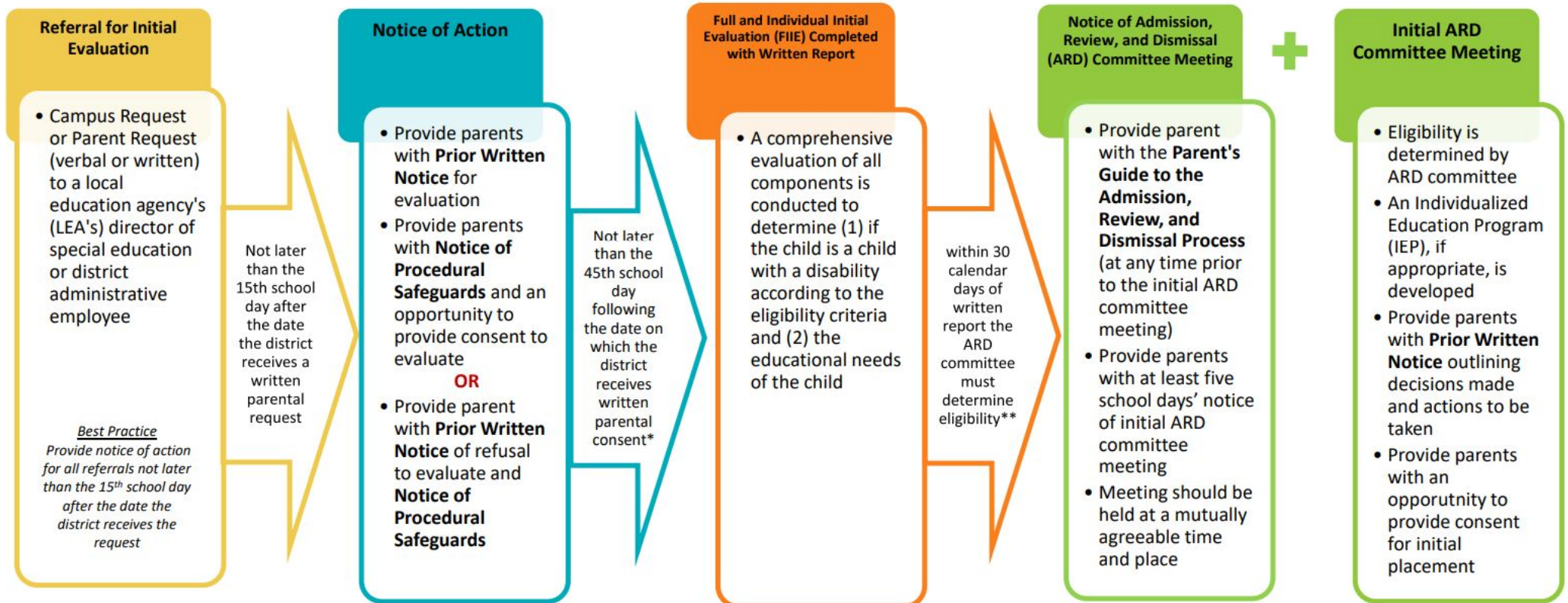


# Evaluation Timelines

For children ages 3 through 21, the Full and Individual Initial Evaluation and resulting report must be completed no later than 45 school days from the day the school receives written consent.



# Special Education Initial Referral Timeline



\*If the student is absent three or more days during the evaluation period, then the evaluation timeline is extended by the number of days absent.

\*If consent is obtained at least 35 but less than 45 school days before the last instructional school day, then the evaluation must be completed and the written report must be provided to parent not later than June 30 of that year.

\*\*If the 30<sup>th</sup> calendar day falls within the summer when school is not in session, then the initial ARD committee meeting must determine eligibility by the first school day of the following school year. If consent is received at least 35 but less than 45 school days prior to the last instructional day of the school year, then the initial ARD committee must determine eligibility by the 15<sup>th</sup> school day of the following school year.

\*\*Unless the initial evaluation indicates that the student will need extended school year services that summer, then the ARD committee must determine eligibility as promptly as possible.



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# Evaluation Process

To ensure LEAs are conducting appropriate evaluations, the IDEA regulations note several assurances that LEAs must follow, including:

- Making sure evaluation materials are not discriminatory on a racial or cultural basis
- They are provided and administered in the child's native language or other mode of communication
- Are tailored to assess specific areas of educational need





# Things to Remember: Evaluation

Timelines are critical!

LEAs have 45 days from the written consent to complete the evaluation and develop the report. (State Performance Plan Indicator 11)



# Group Activity



## What I Know

## What I Want to Know



add to this list if applicable

## What I Learned



# Section 3: Eligibility Determination

# Special Education Process

Step 1

## Referral

Child is referred for a special education evaluation.

Step 2

## Evaluation

Child is evaluated.

Step 3

## Eligibility Determination

ARD committee determines eligibility.

Step 4

## IEP Development

If eligible, ARD committee develops IEP.



# Evaluation Completion

Upon completion of the evaluation, the admission, review and dismissal (ARD) committee will determine whether or not the child is a child with a disability and by reason of the disability, the educational needs of the child.



# Notice of Meeting















The school district must take steps to ensure that one or both parents are present at each ARD committee meeting or are afforded the opportunity to participate, including notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend and scheduling the meeting at a mutually agreed upon time and place.

Additionally, a school district must allow parents who cannot attend an ARD committee meeting to participate in the meeting through other methods such as through telephone calls or video conferencing.

The school district must provide the parents with written notice of the ARD committee meeting that meets the requirements in 34 CFR, §300.322, at least five school days before the meeting unless the parents agree to a shorter time frame.



# ARD Committee

Required members at the ARD Meeting:		Additional participants who may be required or invited to attend based on student needs or eligibility:	
 Parent or Adult Student	 Student with a disability	 TVI	
 Regular Education Teacher	 Agency Representatives	 TODHH	
 Special Education Teacher	 LPAC Member	 JJAEP Administrator	
 LEA Representative	 CTE Representative	 ECI Representative	
 Individual who can interpret instructional implications of evaluation results	 Others with knowledge or special expertise (e.g. related service providers, dyslexia specialist)		





# LEA Representative

- A representative of the local education agency (LEA) who:

**Citations:** [89.1050\(c\)\(1\)\(D\)](#) [300.321\(a\)\(4\)](#)

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- Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

**Citations:** [89.1050\(c\)\(1\)\(D\)\(i\)](#) [300.321\(a\)\(4\)\(i\)](#)

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- Is knowledgeable about the general education curriculum; and

**Citations:** [89.1050\(c\)\(1\)\(D\)\(ii\)](#) [300.321\(a\)\(4\)\(ii\)](#)

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- Is knowledgeable about the availability of resources of the LEA;

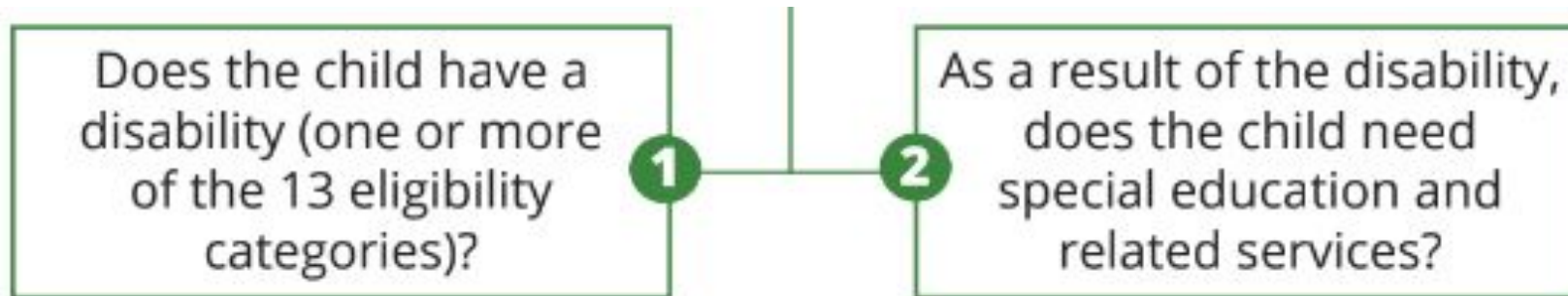


LEA Representative



# Eligibility

To determine whether a student qualifies for special education services, the ARD committee must answer the following two questions:



If the answer to both questions is “yes”, then the child is eligible for special education and related services.

DETERMINATION OF ELIGIBILITY

Authorities: 20 USC §§ 1021, 7801; 34 CFR Part 300; 19 TAC Chapter 89



# Disability Categories

In Texas, there are 13 different disability categories under which children ages 3 through 21 may be eligible for special education services

- Deaf or Hard of Hearing
- Autism
- Deaf-Blindness
- 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 Including Blindness



# Things to Remember

The LEA must conduct a full individual and initial EVALUATION before the initial provision of special education and related services to the child with a disability.

The initial evaluation must consist of procedures to determine whether the child is a child with a disability and the educational needs of the child.

All members of the ARD Committee (ARDC) must have the opportunity to participate in a collaborative manner in developing the IEP.



# Section 4: IEP Development

# Special Education Process

Step 1

## Referral

Child is referred for a special education evaluation.

Step 2

## Evaluation

Child is evaluated.

Step 3

## Eligibility Determination

ARD committee determines eligibility.

Step 4

## IEP Development

If eligible, ARD committee develops IEP.



# IEP Development

If a determination is made that a child has a disability and needs special education and related services, an IEP must be developed for the child.



# IEP Development - PLAAFP

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) is a statement (or statements) in a student's IEP that provides information on how the disability affects involvement and progress in the general curriculum.

The child's strengths and academic and nonacademic needs are in the PLAAFP using a variety of data such as work samples, parent information, anecdotal records, observation data, statewide assessments, etc.





**Vague:**

Alicia's language and conversation skills are well below age expectations based on scores on the EOWPVT- R and ROWPVT-R given as part of her evaluation.

**Specific:**

Alicia needs to continue developing in the area of language and communication, specifically with conversation skills. Based on information provided by Alicia's pre-school education teacher, speech therapist, her mom, and data from the August 30, 2018 evaluation, Alicia inconsistently (less than 50% of observations) takes one turn in a conversation (e.g., responds to greetings, answers simple questions) when provided a visual prompt. She consistently (over 80% of observations) provides an appropriate response to a conversational cue when given a verbal model of "say\_\_\_\_\_". She has been observed responding independently to conversation cues on only 2-3 occasions over the past year based on parent and teacher report. Her inability to respond independently may hinder her academic and functional progress by decreasing her ability to interact with her teachers and peers. Alicia needs to improve her conversation skills to access the curriculum and engage meaningfully with her teachers and peers.





# QUALITY & RIGOR RUBRIC

## Action Plan for Continuous Improvement

Teacher/Team: \_\_\_\_\_  
Initial Date: \_\_\_\_\_ Follow-up Date: \_\_\_\_\_  
Campus: \_\_\_\_\_  
District: \_\_\_\_\_

### Indicator I: PLAAFP

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) includes detailed information that provides a good overall picture of the student. The Admission, Review, and Dismissal (ARD) committee should get to "know" the student just by reading the PLAAFP statements. From multiple data sources, baselines are reported

for where the student is performing both academically in relation to the curriculum, and functionally. Strengths and areas of critical need are identified, along with items, strategies, and services that are needed to help the student be successful in accessing and progressing in the general curriculum.

	Initial Status	Total	Comments/Notes	Follow-Up Status	Total
<b>INCLUDES DATA FROM A VARIETY OF SOURCES</b>					
<b>1. The PLAAFP includes data from multiple sources</b> (evaluations, classroom data, accommodations and/or modifications, information from the family, and additional supports).	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>A. Evaluations</b> (such as FIE, STAAR, FBA, norm or criterion test results, etc.):	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
i. The PLAAFP identifies and describes the disability condition that is reported in the FIE.	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
ii. The PLAAFP includes how the student's disability affects the student's access to, participation in, and progress in the general education curriculum (for preschool students, how the disability affects the student's participation in appropriate activities).	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>B. Classroom data</b> (such as anecdotal notes, checklists, inventories, rubrics, work samples, behavior reports, student interest surveys, etc.):	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
i. The PLAAFP reports progress on the previous year's IEP goals in measurable terms (criterion).	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident				
ii. If there is a lack of progress noted from the previous year, the PLAAFP includes an explanation.	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	
<b>C. Accommodations/Modifications:</b>					
i. The PLAAFP includes specific statements about adaptations (conditions) that help the student access and make progress in the curriculum.	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
ii. The PLAAFP includes quantifiable data to demonstrate justification for why the adaptations (conditions) are needed.	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>D. Information from the family</b> (such as student health, behavior in settings outside school, changes in home environment, outside services, community activities, student preferences and interests, etc.)	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>E. Additional Supports</b> (related services, speech therapy, assistive technology):	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	
i. The PLAAFP includes quantifiable data to demonstrate justification for why the supports are included in the IEP. Current performance in related services areas should be included.	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	

Indicator I: PLAAFP continued on next page



# IEP Development - Goals and Objectives

The admission, review, and dismissal (ARD) committee must include in the child's individualized education program (IEP) a statement of measurable annual academic and functional **goals** designed to:

- meet the student's needs that result from the disability so that he or she can be involved and progress in the general curriculum and
- address each of the child's other educational needs that result from the disability





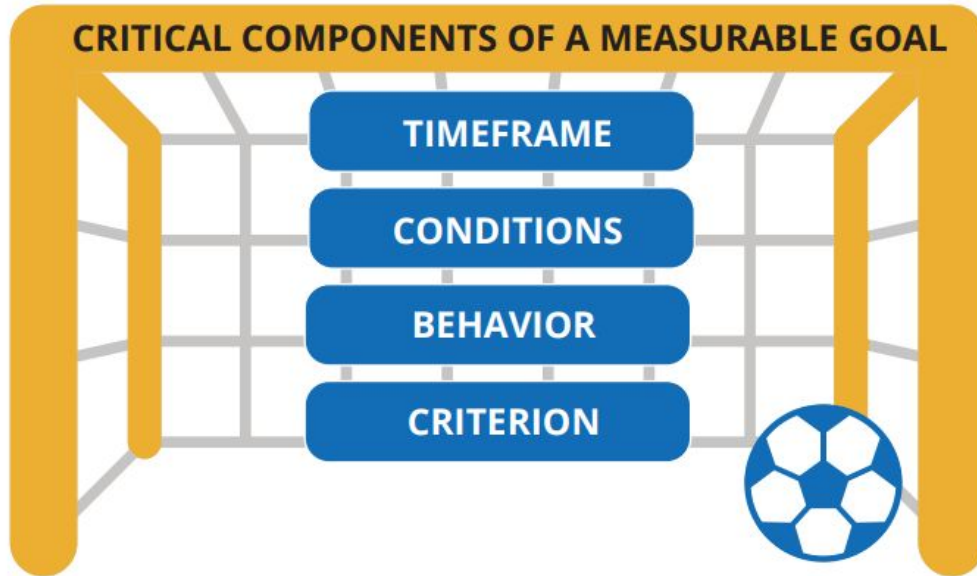
## **What is the role of the PLAAFP in developing measurable annual goals?**

The decision of what goals to include in a student's IEP should be made only after examining the student's PLAAFP. The ARD committee will utilize the student's PLAAFP to identify areas of critical need that are keeping the student from accessing and/or progressing in the general curriculum. The goal should be something the student can reasonably be expected to attain within one year.





# IEP Development - Goals and Objectives



For the child who takes an alternate state assessment aligned to alternate achievement standards, the ARD committee must include in the child's IEP a description of benchmarks or short-term objectives.



**Timeframe:**

By the end of the school year

**Condition:**

given a familiar two-step verbal direction stated one time (e.g. take off your coat and hang it on the hook)

**Behavior:**

Jamie will correctly complete both steps

**Criterion:**

across 80% of trials within a two-week period for mastery.



### Indicator II: Goals and Objectives

Goals are written for areas of critical need identified in the PLAAFP to support access to the curriculum. They identify the amount of progress the student is anticipated to make in one year. Goals contain four components: timeframe, condition, behavior, and criteria. Academic goals are based on grade-level curriculum standards for the grade in which the student is enrolled. Rigorous goals reflect high expectations that are robust, relevant, and achievable.

They are written so that student performance can be recorded in clear, observable, measurable terms. Short-term objectives or benchmarks are required on all goals for any student taking an alternative assessment. They include the same four components as a goal, and reflect the interim steps a student will take to reach the annual goal.

	Initial Status	Total	Comments/Notes	Follow-Up Status	Total
<b>GOALS</b>					
<b>1. Goals are written for academic/functional critical needs identified in the PLAAFP, and for each content area/subject in which content is modified, and/or the student is removed from the general education setting.</b>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>2. Academic goals are based on grade-level standards for the grade in which the student is enrolled.</b>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>3. Goals contain four essential parts:</b>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>A. Timeframe</b> identifies the amount of time the student has to reach the goal (such as "within 36 instructional weeks", "by the end of the 20XX-20XX school year", "by the end of the second grading period", etc.)	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>B. Condition</b> specifies the specific resources/materials/adaptations that must be present for the student to reach the goal (such as "using manipulatives", "when given a word-processing device", "using a story prompt with visual supports", etc.) - <i>related to the accommodations/modifications and additional supports identified in the PLAAFP</i>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>C. Behavior</b> identifies the student performance that is being monitored in clear, observable, measurable terms (such as "XXX will touch the correct measurement of temperature in degrees Fahrenheit", "XXX will independently approach a peer and ask them "Do you want to play?", "XXX will identify texts as being written for entertainment or information by eyegazing towards the correct response card", etc.) - <i>related to the areas of critical need identified in the PLAAFP</i>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>D. Criterion</b> identifies in measurable terms how much, how often, or to what standard the behavior must occur in order to demonstrate the goal has been achieved (such as "7 out of 10 times", "in 3 out of 5 trials", "across 3 consecutive trials", etc.) - <i>reported in the same way as the baseline data for the areas of critical need identified in the PLAAFP</i>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
<b>4. For students ages 14 and over, goals are written for areas of critical need identified in the transition PLAAFP.</b>	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A			<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	

Indicator II: Goals and Objectives continued on next page

# IEP Development - Sp Ed and Related Services

The IEP must include a statement of the special education and related services, as well as the supplementary aids and services, based on peer-reviewed research to the extent practicable, that the school will provide to or on behalf of the student.





# IEP Development - Sp Ed

Special education means specially designed instruction (SDI), at no cost to the parent, to meet the unique needs of the student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, as well as physical education.

The term specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the student and/or ensure the student's access to the general education curriculum.



# IEP Development - Related Services

Related services include, but are not limited to, the following:

- Assistive technology
- Audiology services
- Counseling services
- Interpreting services
- Medical services
- Music therapy
- Occupational therapy
- Orientation and mobility (O&M) services (only for students with visual impairments)
- Parent counseling and training
- Physical therapy
- Psychological services
- Recreation
- Rehabilitation counseling services
- School health services
- Social work services in school
- Speech-language therapy \*
- Transportation



# IEP Development - Supplementary Aids and Services

Supplementary aids and services are aids, services, and other supports provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings for the teacher and the student to enable the student with disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment.

They include, but are not limited to, the following:

- Assistive technology
- Consultation
- Curricular or instructional accommodations/modifications
- Educational aide (paraprofessional) or teacher assistant
- Interpreter
- Monitoring a student's progress in regular education classes
- Reduction of the ratio of student to instructional staff
- Classroom accommodations
- Special materials/equipment
- Staff development



# IEP Development - Frequency, Duration, Location

For each special education and related service to be provided to the student, the following is to be included in the IEP:

- **Frequency** — how often the service is to be provided
- **Amount of time** — the minutes per session for the service
- **Beginning/ending date** — the starting and ending dates of the specific service
- **Location of service** — the setting (e.g., general education or special education) where the service is to be provided.

Frequency	Duration	Location
<b>How often will the service be provided (daily, weekly)?</b>  If a service is provided less than daily then the conditions for the provision of the services must be clearly specified within the ARD committee documents using a weekly reference (1 hour a week, 30 minutes every two-weeks).	<b>How long will the services be provided?</b>  The beginning and ending dates must be specified.  <b>How long will each session be (15 minutes, 30 minutes)?</b>  If a term (1 class period) is used in the IEP to define duration of service, the term must be defined in the IEP (example: 1 class period = 50 minutes).	<b>Where will the services be provided?</b> Select the general education classroom or another setting such as a special education resource classroom, or both wherever services will be provided.



# IEP Development - Accommodations

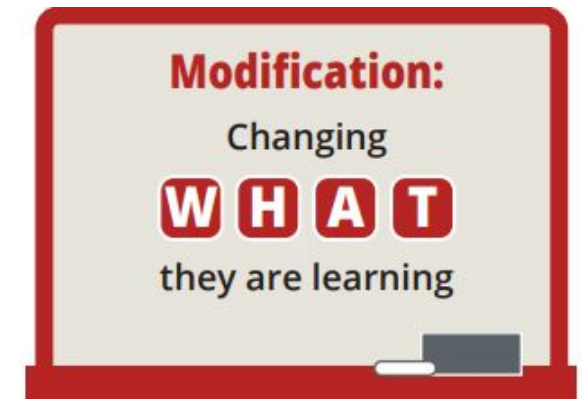
Accommodations are intended to reduce or even eliminate the effects of student's disability on academic tasks but do not lower learning expectations. The objectives of the course or activity remain the same. Accommodations change how the student learns or demonstrates knowledge. ARD committees should consider whether changes in presentation, response, setting, or timing/scheduling are required for students to access the general curriculum.



# IEP Development - Modifications

Modifications change what the student is expected to master and typically require a student to learn less material or learn material below grade level and/or complete or be tested over easier or less complex problems.

The decision to modify is a significant one, however some students will require modifications.





# IEP Development - Least Restrictive Environment (LRE)

IDEA requires students with disabilities, including students in public or private institutions or other care facilities, are educated with students without disabilities to the maximum extent appropriate.

Additionally, schools must ensure that a student with a disability is not removed from the general education environment (including removal to separate schools or special classes) unless the nature or severity of the student's disability is such that he or she cannot be educated in general education classes, even with the use of supplementary aids and services.



# IEP Development - Placement

IDEA requires that each LEA ensures that a CONTINUUM OF ALTERNATIVE PLACEMENTS is available to meet the needs of students with disabilities in the least restrictive environment.

- Mainstream;
- Homebound;
- Hospital class;
- Speech therapy;
- Resource room or services;
- Self-contained (mild, moderate or severe)
- Regular campus;
- Off home campus;
- Nonpublic day school;
- Vocational adjustment class/program;
- Residential care and treatment facility; and
- State school for persons with intellectual disabilities.





**1** General education with no supplementary aids or services

---

**Special Education Settings:**

**2** General education with supplementary aids and/or services (least restrictive)

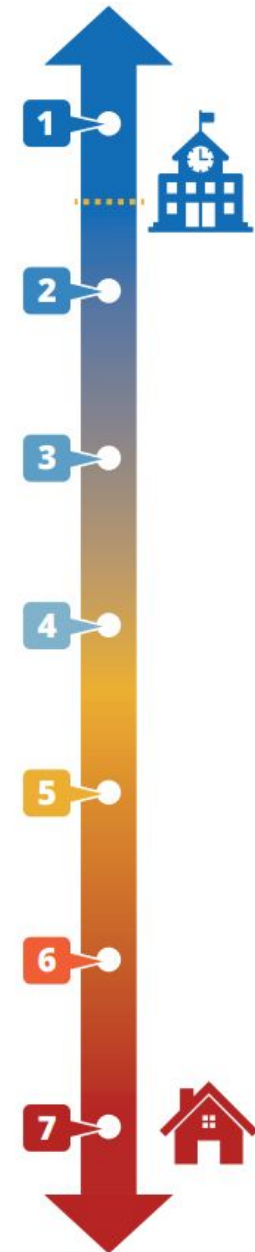
**3** Resource placement in special education classroom less than 40% of the day

**4** Self-contained placement in special education more than 40% of day

**5** Separate school

**6** Residential placement

**7** Hospital or home placement (most restrictive)



# IEP Development - Placement

IDEA requires that each LEA ensures that a CONTINUUM OF ALTERNATIVE PLACEMENTS is available to meet the needs of students with disabilities in the least restrictive environment.

In Texas, available INSTRUCTIONAL ARRANGEMENTS AND SETTINGS include:

- Mainstream;
- Homebound;
- Hospital class;
- Speech therapy;
- Resource room or services;
- Self-contained (mild, moderate or severe)
- Regular campus;
- Off home campus;
- Nonpublic day school;
- Vocational adjustment class/program;
- Residential care and treatment facility; and
- State school for persons with intellectual disabilities.



# IEP Development - Statewide and District Assessments

The ARD committee's decisions regarding a student's participation in STAAR must be based on the student's present levels of academic achievement and functional performance (PLAAFP), annual goals, accommodations, and modifications.

The ARD committee will determine whether a student will take the state assessment or an alternate version of the state assessment.



# IEP Development - Testing Accommodations

Accommodations are the instructional materials or procedures that the ARD committee has determined are necessary to allow the student to participate meaningfully in testing.



# IEP Development - Transition 14

Prior to the student reaching 14 years of age, the ARD committee must consider, and if appropriate, address:

- Student involvement,
- Parent involvement (before and after 18),
- Postsecondary education,
- Functional vocational evaluation,
- Employment,
- Age-appropriate instructional environments,
- Independent living,
- Referral to state agency services,
- Self-determination and supported decision-making for adult students
- Adult student support



# IEP Development - Transition 16

Prior to the student reaching 16 years of age, the IEP must include:

- Appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment, and independent living (when appropriate)
- Description of transition services (including courses of study) to assist the student with reaching postsecondary goals



# IEP Development - Transition 17

Not later than one year prior to 18th birthday, notice must be provided to the student and parent/guardian regarding the transfer of rights at the age of majority (age 18).

Exception: the parent/guardian or other individual has been granted guardianship of the adult student.



# Other Required Documents

Forms for related services and/or supplements for –

- Transition
- Transportation
- Extended school year (ESY) services
- Students who are blind or visually impaired
- Students with autism
- Students in a residential education placement
- Students placed at TSBVI or TSD
- Behavior intervention plan





# Things to Remember: IEP Development

Make sure the PLAAFP is written in parent-friendly language.

Dyslexia falls under the disability category of specific learning disability.

Before IEP implementation, parental consent for provision of services must be obtained.

ALL original IEP documents should be kept in the student's special education eligibility folder.



# Things to Remember: ARDs

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

When mutual agreement about all required elements of the IEP is not achieved, the parent who disagrees must be offered a single opportunity to recess and reconvene the ARD committee meeting within 10 school days.

An indication of whether the child's parents, the adult student, if applicable, and the administrator agreed or disagreed with the decisions of the ARD committee.



# Leader's Quick Tip: Summary, Signing, & Conclusion

Step 1: Review & Confirm Entire ARD/IEP

Step 2: Obtain ARD/IEP Team Signatures

Step 3: Parents' Signature

Step 4: Distribute Copies to Participants

Step 5: Conclude Meeting

Source: Klor, G. (2017). Leading successful IEP teams: A guide to managing the people and the process; LRP Publications.



Ensure IEPs are implemented with fidelity!!!

What systems do you have in place to ensure IEPs are implemented with fidelity?



# Recommendations-

accommodation tracking tools

collection of work samples

coordination time to review student progress



# Special Education Process

Step 1

## Referral

Child is referred for a special education evaluation.

Step 2

## Evaluation

Child is evaluated.

Step 3

## Eligibility Determination

ARD committee determines eligibility.

Step 4

## IEP Development

If eligible, ARD committee develops IEP.



## What I Know

## What I Want to Know



add to this list if applicable

## What I Learned



# Section 5: Special Education Information and Resources



# Model IEP

DATE OF MEETING	<a href="#">TEC §29.005(b-1)(1)</a>
<b>I. STUDENT IDENTIFYING INFORMATION</b>	
The school district may include in this section student identifying information (such as name, address, date of birth, etc.).	
Duplicate sections II – VII, as needed.	
<b>II. ANNUAL GOAL AREA</b>	
Content, skill, and/or service:	
<b>III. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE</b> <a href="#">34 CFR §300.320(a)(1)</a>	
Including how student's disability affects involvement and progress in the general education curriculum, or, for a preschool child, how student's disability affects participation in appropriate activities:	
<b>IV. MEASURABLE ANNUAL GOAL(S)</b> <a href="#">34 CFR §300.320(a)(2)(i)</a>	
<b>V. HOW PROGRESS TOWARD MEETING ANNUAL GOAL(S) WILL BE MEASURED</b> <a href="#">34 CFR §300.320(a)(3)(i)-(ii)</a>	
<b>VI. BENCHMARKS OR SHORT-TERM OBJECTIVES</b> <a href="#">34 CFR §300.320(a)(2)(ii)</a>	
For students with disabilities who take alternate assessments aligned to alternate achievement standards (in addition to the annual goals), a description of benchmarks or short-term objectives:	



# Types of ARD Meetings

1. Admission
2. Review
3. Dismissal

**An IEP may be amended without an ARD meeting when there are proposed changes to:**



- PLAAFP (Present Level of Academic Achievement and Functional Performance)
- Goals and Objectives/Benchmarks
- State Assessments
- Progress Measurement
- Accommodations
- Transportation

**An IEP amendment process may NOT be used for:**



- Eligibility determinations
- Changes of placement
- Manifestation determination reviews
- Annual ARD meeting



# Sample ARDC Meeting Agenda

## ARD COMMITTEE MEETING AGENDA

- ☐ Introductions of ARD committee members
- ☐ Purpose of the ARD committee meeting – admission, review, or dismissal
- ☐ Review proposed norms
- ☐ Review of evaluation data and other information
- ☐ Determination of eligibility
- ☐ Present levels of academic achievement and functional performance
- ☐ Annual goals and objectives, and how progress will be measured and reported
- ☐ Special factors
  - Behavior
  - English learners
  - Communication
  - Assistive technology
- Supplements, if appropriate
  - Students with a behavior intervention plan
  - Students who are blind or visually impaired
  - Students who are deaf or hard of hearing
  - Students with autism
- ☐ Transition
  - Supplements, if appropriate
    - Transition services
    - Graduation
    - Transfer of rights at age of majority
- ☐ Special education and related services
  - Accommodations
  - Supplementary aids and services
  - Related services
- ☐ Schedule of services, including frequency, duration, and location of services
  - Additional supplements, if appropriate:
    - Transportation
    - Personal care services
- ☐ Participation in state and district assessment, including IPI and AIP
- ☐ Participation in extracurricular and nonacademic activities, including justification for nonparticipation
- ☐ Instructional setting and length of student's school day
  - Supplement for a student placed at the TSBVI or TSD, if appropriate
  - Supplement for a student placed in a residential education placement, if appropriate
- ☐ Extended school year services
- ☐ Assurances
- ☐ Closure and consensus
- ☐ Prior written notice



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# Sample ARD Meeting Script

## ORDEN DEL DÍA DE LA REUNIÓN ARD CON GUIÓN PARA EL ADMINISTRADOR QUE PRESIDE LA REUNIÓN

### Presentaciones

- "Comenzaremos la reunión hoy con las presentaciones de los miembros del comité. Mi nombre es \_\_\_\_\_ y presidiré la reunión".
- "¿Hay alguien grabando el audio de la reunión de hoy?"

### Propósito de ARD

- "Hoy llevaremos a cabo una reunión anual (o de otro tipo) de admisión, revisión y despido (ARD) para \_\_\_\_\_. (diga el nombre del estudiante)
- "Seguiremos esta agenda de ARD para llevar a cabo la reunión de hoy y usted recibirá una copia de todo el documento y las deliberaciones de ARD".

## ARD MEETING AGENDA WITH SCRIPT FOR ADMINISTRATOR CHAIRING THE MEETING

### Introductions

- "We will begin the meeting today with introductions of committee members. My name is \_\_\_\_\_ and I will be chairing the meeting."
- "Is anyone audio recording the meeting today?"

### Purpose of ARD

- "Today we will be conducting an Annual (or other type) Admission, Review, and Dismissal (ARD) meeting for \_\_\_\_\_. (say student's name)
- "We will follow this ARD Agenda to conduct the meeting today and you will receive a printed copy of the entire ARD document and deliberations."
- "\_\_\_\_\_ (say parent's name), if you have any questions as we go through the agenda, please be sure to let us know. Have you received a copy of the Procedural Safeguards this school year?"

### Statement of Confidentiality & Norms for the Meeting

- "According to state and federal law, 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. All information discussed during this ARD meeting will be kept confidential."



# Sample Receipt of Confidential Special Education Records

## RECEIPT OF CONFIDENTIAL SPECIAL EDUCATION RECORDS

Please sign below to acknowledge receipt of relevant sections of the student(s) Individualized Education Program (IEP). I will provide you updated special education paperwork and documentation when changes occur. Please contact me immediately with any questions or concerns about the paperwork. I am available anytime you have questions or concerns about the student(s). Thank you.

Return with signature to (Case Manager Name): \_\_\_\_\_

ID#	Name

\_\_\_\_\_  
Teacher Signature


\_\_\_\_\_  
Date

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# Life Skills Rubric



**Administrator Companion Document to**  
**RUBRIC OF EFFECTIVE PRACTICES** for Students with Significant Cognitive Disabilities

Teacher/Team: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Campus: \_\_\_\_\_  
 District: \_\_\_\_\_

This companion document to the Rubric of Effective Practices for Students with Significant Cognitive Disabilities provides administrators with best practices to facilitate learning for students with the most complex access needs and the evidence that they should see if practices are implemented.

While the document makes note of where Rubric Indicators may align with the T-TESS Dimensions, it SHOULD NOT be used as the sole source of evidence for determining teacher performance, as it guides planning and growth for a campus/district team and does not focus on only the role of the teacher. For in-depth information on each indicator, please enroll in the TX CAN course [Building a Foundation for Supporting Students with Significant Cognitive Disabilities](#).



**Quality Indicator I: Alignment with State Standards**     T-TESS Dimensions: 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 4.4


	T-TESS Dimension(s)	Evidence of Implementation	Status	Total
1. Instruction is aligned with state standards at grade level (TEKS), focusing on priority concepts and skills relevant to student needs.	1.1, 2.4	<input type="checkbox"/> Lesson plans reference grade-level TEKS through prerequisites <input type="checkbox"/> Collaborative general education/special education PLC meeting agendas/minutes <input type="checkbox"/> Collaborative lessons between special education and general education teachers <input type="checkbox"/> Instructional materials from general education are integrated and adapted into activities <input type="checkbox"/> IEP goals and objectives align to TEKS through prerequisites	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	<input type="checkbox"/> <input type="checkbox"/>
2. Instruction is aligned with state assessment concepts and skills throughout the entire year. <i>For teachers who service ONLY students grade 2 and below, this is not applicable.</i>	1.1, 1.2	<input type="checkbox"/> Lesson plans reference STAAR Alternate 2 Essence Statements <input type="checkbox"/> Instructional materials are integrated into activities that address STAAR Alternate 2 Essence Statements <input type="checkbox"/> IEP goals and objectives align to STAAR Alternate 2 Essence Statements when related to student areas of critical need	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident <input type="checkbox"/> N/A	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. IEPs are developed by aligning student strengths, needs, and interests with grade-level standards.	1.1, 1.2, 1.3, 2.2	<input type="checkbox"/> IEP PLAAFP references multiple data sources and lists student strengths, needs, and interests <input type="checkbox"/> IEP goals and objectives are based on areas of critical need identified in the PLAAFP integrating supports for the student to be successful <input type="checkbox"/> Student interest surveys/preference surveys	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	<input type="checkbox"/> <input type="checkbox"/>
a. IEPs consistently incorporate family concerns.	4.4	<input type="checkbox"/> Family questionnaire/surveys <input type="checkbox"/> IEP PLAAFP includes family input <input type="checkbox"/> IEP goals and objectives incorporate family input on student's areas of critical need	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	<input type="checkbox"/> <input type="checkbox"/>
b. Students are included in the IEP process as much as is possible.	2.1, 2.5	<input type="checkbox"/> Student interest/preference surveys <input type="checkbox"/> Student IEP meeting PowerPoints, handouts, or portfolios <input type="checkbox"/> Student attendance at IEP meetings	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	<input type="checkbox"/> <input type="checkbox"/>
			Total:	<input type="checkbox"/> <input type="checkbox"/>

\*Score N/A (not applicable) as "evident" when recording total.

This document was designed to accompany the [Building a Foundation training](#) from TX CAN.

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# Inclusion Rubric

## INSTRUCTIONAL LEADERSHIP TOOL: Inclusion

**PURPOSE:**  
This resource is intended to assist Local Education Agency (LEA) administrators with information and evidence to support performance evaluations for teachers of students with disabilities served in inclusive classroom settings. It is not intended to supplant any documents or resources adopted by the LEA to support the employee evaluation process. The considerations and discussion points provided are intended to help administrators guide their own thinking, teacher thinking, and purposeful conversations. This tool is designed to align with Domains 1-3 of the T-TESS evaluation system. It is recommended for use in any stage of the T-TESS process, especially during the Pre-Evaluation Conference and Post-Evaluation Conference meetings.

INSTRUCTOR	ADMINISTRATOR	SCHOOL YEAR



DATE: PRE-CONFERENCE NOTES:
DATE: POST-CONFERENCE NOTES:



# ECSE Rubric

## INSTRUCTIONAL LEADERSHIP TOOL: Early Childhood Special Education

**PURPOSE:**  
This resource is intended to assist Local Education Agency (LEA) administrators with information and evidence to support performance evaluations for teachers of students with disabilities served in inclusive classroom settings. It is not intended to supplant any documents or resources adopted by the LEA to support the employee evaluation process. The considerations and discussion points provided are intended to help administrators guide their own thinking, teacher thinking, and purposeful conversations. This tool is designed to align with Domains 1-3 of the T-TESS evaluation system. It is recommended for use in any stage of the T-TESS process, especially during the Pre-Evaluation Conference and Post-Evaluation Conference meetings.

INSTRUCTOR	ADMINISTRATOR	SCHOOL YEAR



DATE:
PRE-CONFERENCE NOTES:
DATE:
POST-CONFERENCE NOTES:
DATE:





# QA IEP Measurable Annual Goals

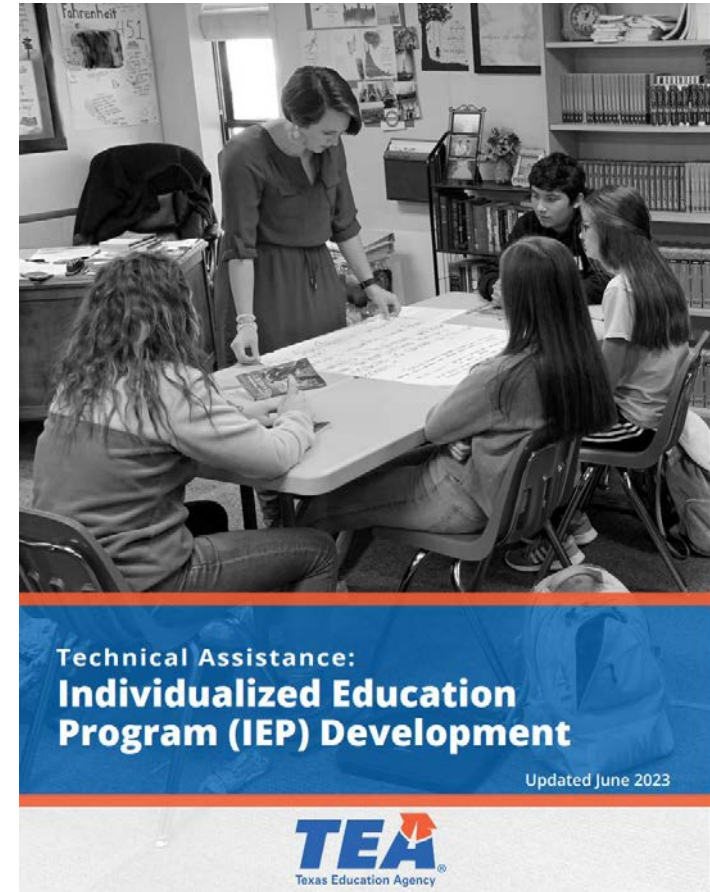


**Question and Answer Document**

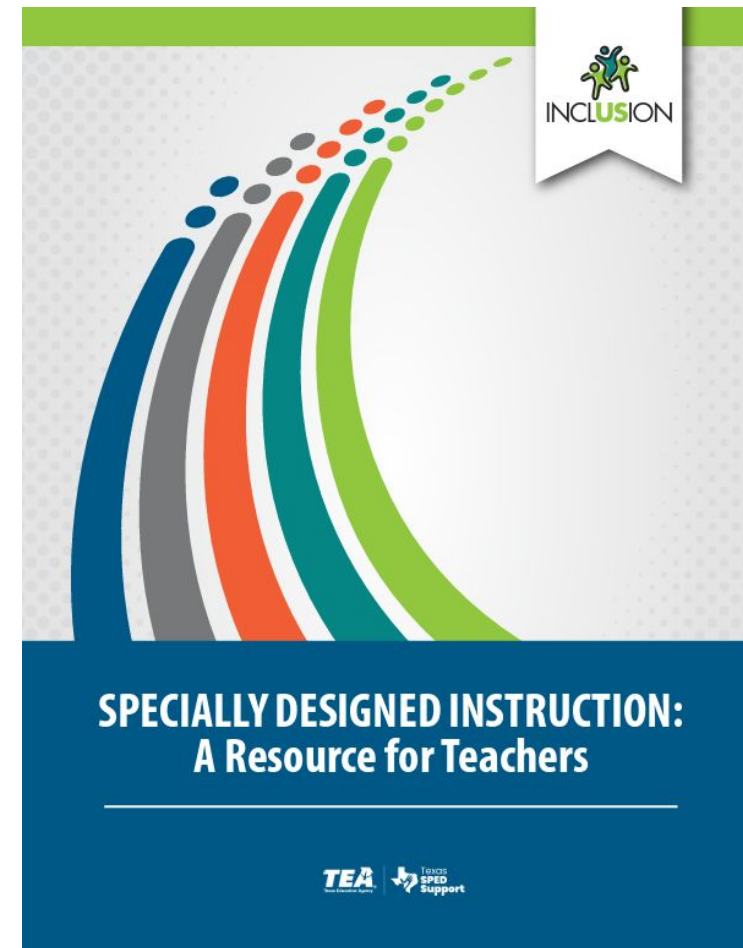
**Individualized Education Program  
(IEP) Measurable Annual Goals**



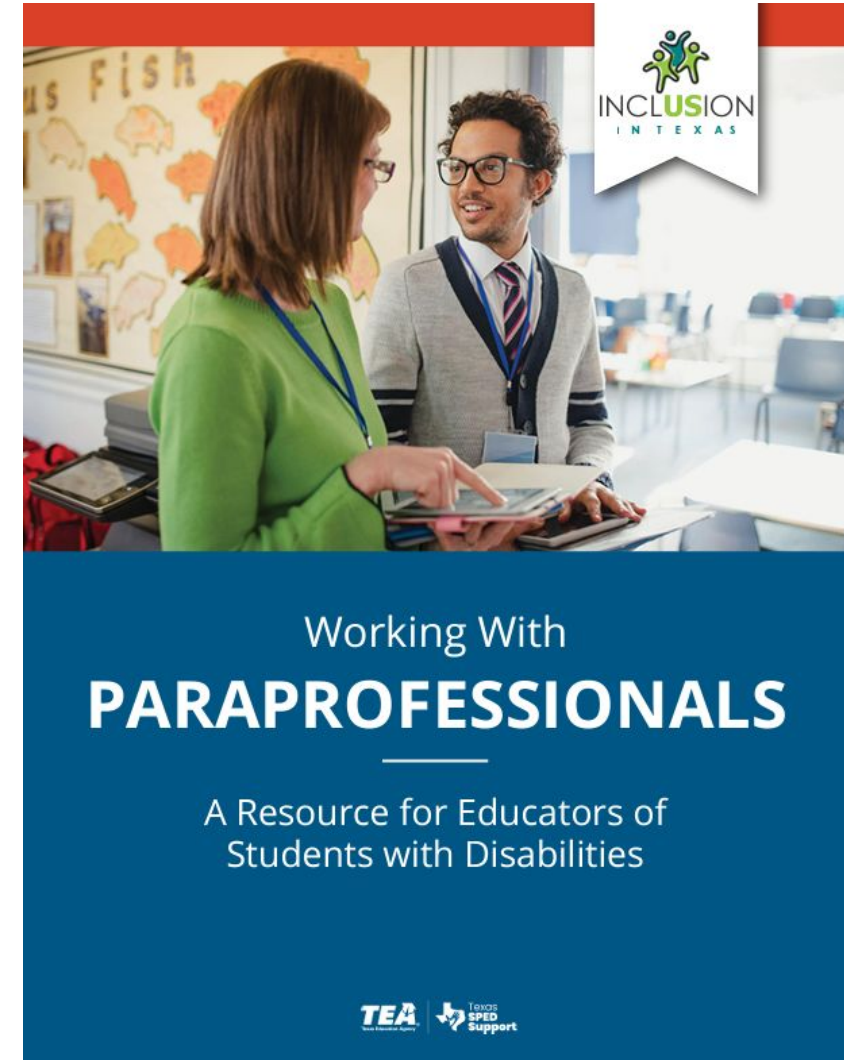
# IEP Development



# Specially Designed Instruction



# Working with Paraprofessionals



FREE

TIER



## Supports for Special Education Referrals

Self-paced  
2 credits

Enroll





# Recommended Resources



**THE TEXAS LEGAL FRAMEWORK**  
for the Child-Centered Special Education Process



SPED Leadership



## TEA Special Education Resources



# Share Out

What is one resource that you will begin using?



# Section 6: Breaking Down the Notice of Procedural Safeguards



# Required Document

The Notice of Procedural Safeguards explains the rights and responsibilities of parents under the Individuals with Disabilities Education Act (IDEA). Parents must be provided this document **once a year** and with the following circumstances:

- Upon initial referral or on request for evaluation;**
- Upon the first occurrence of the filing of a due process hearing complaint or special education complaint during a school year;**
- Upon a disciplinary change of placement; or**
- Upon a request by a parent.**

The local education agencies (LEAs) must maintain documentation of provision of this document to parents in the child's eligibility folder.



# Notice of Procedural Safeguards Activity

Get into groups of 3.

On chart paper, summarize and identify key points for your section of the Notice of Procedural Safeguards.



# Read and Summarize

1	2	3
<p>Notice of Procedural Safeguards.....</p> <p>Rights of Parents of Children with Disabilities .....</p> <p>Procedural Safeguards in Special Education .....</p> <p>Foster Parent as Parent .....</p> <p>Surrogate Parent .....</p> <p>Child Find .....</p> <p>Prior Written Notice.....</p> <p>Parental Consent .....</p>	<p>Procedures When Disciplining Children with Disabilities..</p> <p>Voluntary Private School Placements by Parents .....</p> <p>Transfer of Parental Rights.....</p> <p>Special Education Information .....</p>	<p>Special Education Information .....</p> <p>Resolving Disagreements .....</p> <p>State IEP Facilitation .....</p> <p>Mediation Services.....</p> <p>Special Education Complaint Resolution Process .....</p> <p>Due Process Procedures.....</p> <p>Contact Information.....</p> <p>Dispute Resolution Contact Information.....</p>



What I Know

What I Want to Know



What I Learned



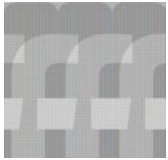
# Exit Ticket



<https://forms.gle/JwjDAcF2ah4UjrH18>



# Follow Us on Social Media



@RegionOneEducationServiceCenter



@RegionOneESC



@RegionOneESC



# Contact Information

Amy Ruvalcaba

Special Education Coordinator, TEA-ESC Liaison

[aruvalcaba@esc1.net](mailto:aruvalcaba@esc1.net)











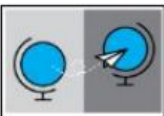
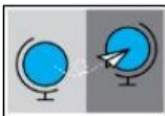






(956) 984-6205





# Special Education Supports and Services Technical Assistance



<p><b><u>Dr. Carolina Campos</u></b> Special Education Director 956-984-6203 <a href="mailto:ccampos@esc1.net">ccampos@esc1.net</a></p> 	<p><b><u>Noelia C. Perez</u></b> Special Education Coordinator, Regional Testing Coordinator, 504 &amp; SLP Contact 956-984-6202 <a href="mailto:noperez@esc1.net">noperez@esc1.net</a></p> 	<p><b><u>Amy Ruvalcaba</u></b> Special Education Coordinator TEA-ESC Liaison 956-984-6205 <a href="mailto:aruvalcaba@esc1.net">aruvalcaba@esc1.net</a></p> 	<p><b><u>Vacancy</u></b> Special Education Coordinator TEA-ESC Liaison 956-984-6198</p> 
<p><b><u>Denise Anaya</u></b> Special Education Specialist-Multi-Tiered Systems of Support/Significant Disproportionality 956-984-6175 <a href="mailto:danaya@esc1.net">danaya@esc1.net</a></p> 	<p><b><u>Susana Andrews</u></b> Special Education Specialist-Visual Impairments 956-984-6000 <a href="mailto:sandrews@esc1.net">sandrews@esc1.net</a></p> 	<p><b><u>Graciela Avalos</u></b> Special Education Specialist-Low Incidence Complex Access 956-984-6253 <a href="mailto:gavalos@esc1.net">gavalos@esc1.net</a></p> 	<p><b><u>Martha Bustos</u></b> Special Education Specialist Direct Student Services Visual Impairments 956-984-6165 <a href="mailto:mbustos@esc1.net">mbustos@esc1.net</a></p> 
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<p><b><u>Diana Saenz</u></b> Special Education Specialist- Inclusion 956-984-6129 <a href="mailto:dsaenz@esc1.net">dsaenz@esc1.net</a></p> 	<p><b><u>Vanessa Villagran</u></b> Special Education Specialist-Assistive Technology 956-984-6157 <a href="mailto:vvillagran@esc1.net">vvillagran@esc1.net</a></p> 	<p><b><u>Veronica Lerma</u></b> Coordinator, Special Education Support Services Cooperative 956-984-6077 <a href="mailto:vlerma@esc1.net">vlerma@esc1.net</a></p>	<p><b><u>Nellycy J. Garcia</u></b> School Psychologist Sp. Ed. Support Services Co-op 956-984-6224 <a href="mailto:nelgarcia@esc1.net">nelgarcia@esc1.net</a></p> <p><b><u>Roxana Saenz</u></b> Speech Language Pathologist Sp. Ed. Support Services Co-op 956-984-6168 <a href="mailto:roxsaenz@esc1.net">roxsaenz@esc1.net</a></p>

