

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

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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.




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Important Times

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


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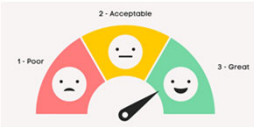
Know the Audience


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.




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Why did you pursue a career in educational administration?


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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.




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1	DMS
2	CAP
3	LEA
4	RDA
5	ARD
6	AT
7	BIP
8	ECI
9	ESY
10	FAPE
11	FBA
12	FERPA
13	FIE
14	FIIE
15	IDEA
16	IEP
17	LRE
18	OT
19	ARDC
20	PLAAFP


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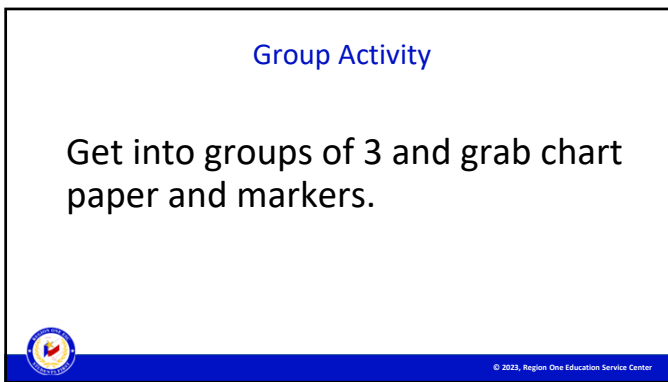
1	DMS	Differentiated Monitoring and Support
2	CAP	Corrective Action Plan
3	LEA	Local Education Agency
4	RDA	Results Driven Accountability
5	ARD	Admission, Review, and Dismissal
6	AT	Assistive Technology
7	BIP	Behavior Intervention Plan
8	ECI	Early Childhood Intervention
9	ESY	Extended School Year
10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


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IDEA, FAPE and Special Education

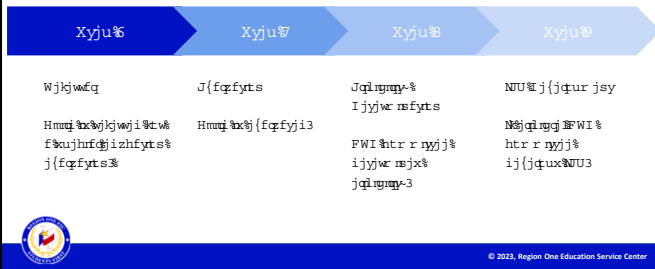
The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.



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Special Education Process

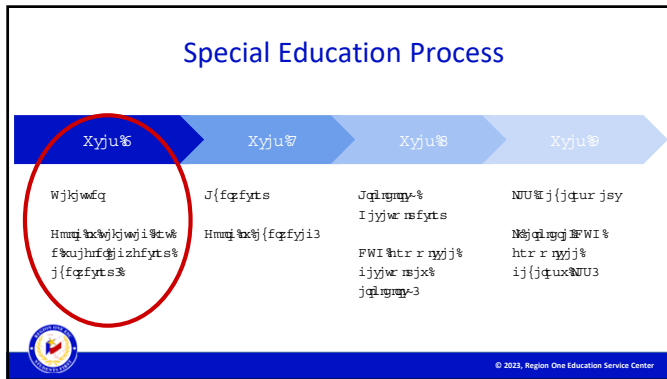


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Section 1: Referral

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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

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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.

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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.



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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.



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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



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Parental Consent

Informed parental consent must be obtained prior to conducting a FIIE.

Informed consent means-

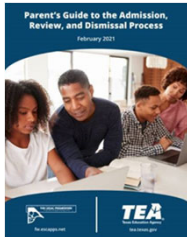
- The parent has been fully informed of all information relevant to the initial evaluation in the parent's native language or other mode of communication;
- The parent understands and agrees in writing to the LEA carrying out the initial evaluation and the consent describes the initial evaluation and 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.



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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.



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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.



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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.



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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.

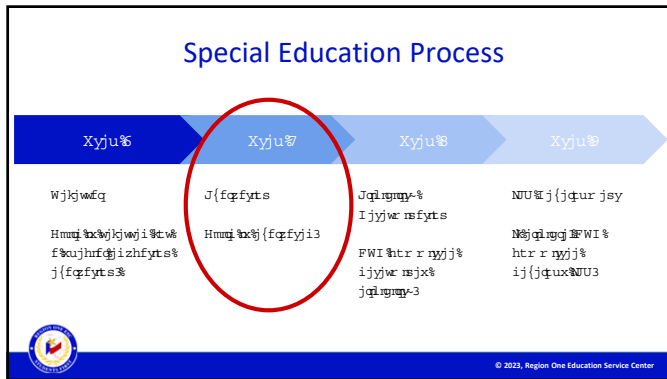


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Section 2: Evaluation

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Evaluation Purpose and Timeline

The purpose of conducting an FIE 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.

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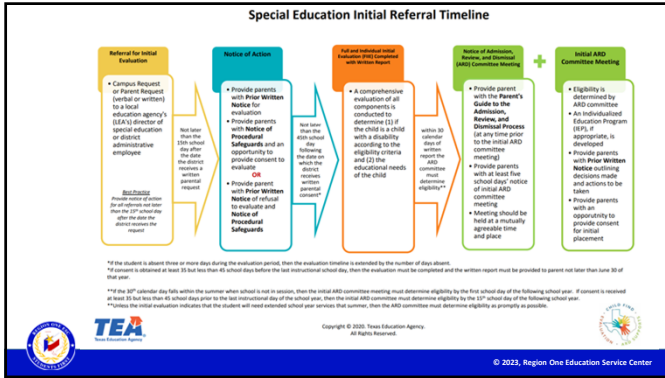
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Evaluation Timelines

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.

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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

TEA
Texas Education Agency

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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)

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Texas Education Agency

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Group Activity

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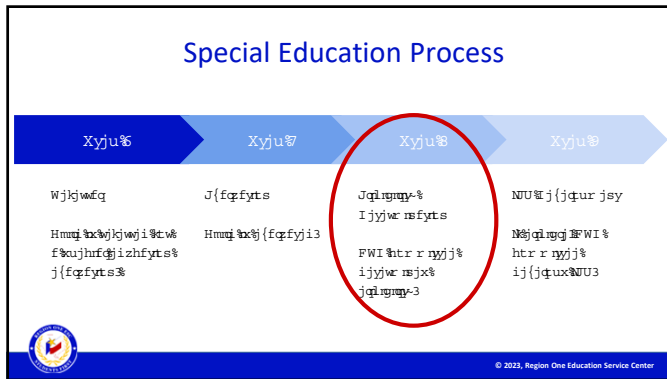
<h2><u>What I Know</u></h2>	<h2><u>What I Want to Know</u></h2>
	<div>☆</div> <p>add to this list if applicable</p>
<div>☆</div> <div>☆</div> <div>☆</div>	<h2><u>What I Learned</u></h2>


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Section 3: Eligibility Determination


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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.



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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.



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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	JAEP 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)	

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LEA Representative

- A representative of the local education agency (LEA) who:
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

Citations: [89.1050\(c\)\(1\)\(D\)](#) [300.321\(a\)\(4\)](#)
 - Is knowledgeable about the general education curriculum; and

Citations: [89.1050\(c\)\(1\)\(D\)\(i\)](#) [300.321\(a\)\(4\)\(i\)](#)
 - Is knowledgeable about the availability of resources of the LEA.

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

LEA Representative

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Eligibility

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

Does the child have a disability (one or more of the 13 eligibility categories)?

1

→

As a result of the disability, does the child need special education and related services?

2

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 §§ 1001, 7801, 34 CFR Part 300, 19 TAC Chapter 89


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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



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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.

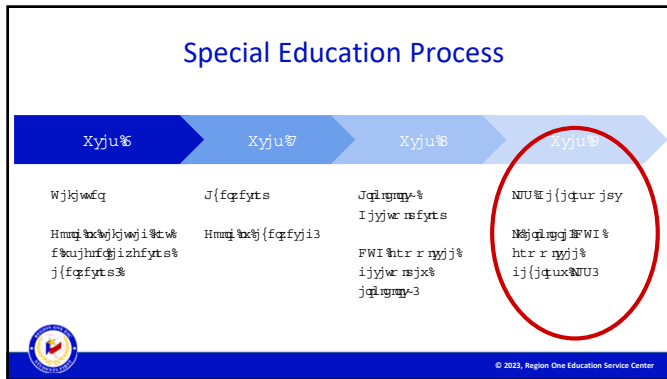


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Section 4: IEP Development

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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.

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IEP Development - PLAAF

The Present Levels of Academic Achievement and Functional Performance (PLAAF) 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 PLAAF using a variety of data such as work samples, parent information, anecdotal records, observation data, statewide assessments, etc.

PLAAF

- ☒ Clear, objective baseline data
- ☒ Description of student's strengths, needs and abilities
- ☒ Explanation of how goals affect student learning and participation
- ☒ Explanation of how the student's disability impacts his or her progress in the general curriculum
- ☒ Information the child's strengths can be leveraged - what student can achieve at

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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 conversational 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.

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QUALITY & RIGOR RUBRIC
 Action Plan for Continuous Improvement

Teacher Name: _____
 Unit Date: _____ Follow-up Date: _____
 Contact: _____
 Email: _____

Indicator E: PLAAP

The PLAAP is a goal-oriented document that provides a clear, measurable, and achievable statement of the student's goals, objectives, and outcomes. It is a key component of the student's Individualized Education Program (IEP) and is used to guide the student's learning and development. The PLAAP is developed by the student's IEP team, which includes the student's parents, teachers, and other professionals who work with the student. The PLAAP is reviewed and updated regularly to ensure that it remains relevant and effective.

Indicator	Item	Comments/Notes	Follow-up/Action	Score
1. The PLAAP includes data from multiple sources (evaluations, classroom data, accommodations and/or modifications, information from the family, and additional supports).	A. Evaluations (such as IELT, IELT-R, norm or criterion-referenced results, etc.)	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
	B. Classroom data (such as anecdotal notes, checklists, inventories, rubrics, work samples, behavior reports, student response samples, etc.)	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
	C. Accommodations/Modifications	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
	D. Information from the family (such as student health, behavior in settings outside school, changes in home environment, student interests, community activities, student strengths and interests, etc.)	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
2. The PLAAP includes quantifiable data to demonstrate progress for why the adaptations/conditioning are needed.	A. Information from the family (such as student health, behavior in settings outside school, changes in home environment, student interests, community activities, student strengths and interests, etc.)	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	
	B. Additional supports (related services, speech therapy, assistive technology)	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	<input type="checkbox"/> Not evident <input type="checkbox"/> Evident	

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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


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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.

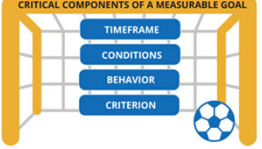


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IEP Development - Goals and Objectives

CRITICAL COMPONENTS OF A MEASURABLE GOAL



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.



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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.



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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



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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



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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
How often will the service be provided (daily, weekly)? If a service is provided less than daily then the conditions for the provision of the services must be clearly specified within the IEP. Committee documents using a weekly reference (1 hour a week, 30 minutes every two weeks).	How long will the services be provided? The beginning and ending dates must be specified. How long will each session be (15 minutes, 30 minutes)? 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).	Where will the services be provided? Select the general education classroom or another setting such as a special education resource classroom, or both whenever services will be provided.



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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.



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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.



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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.



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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.

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- 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)

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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.

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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.



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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.



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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



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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



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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.



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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



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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.



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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.



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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.



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Ensure IEPs are implemented with fidelity!!!

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



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Recommendations-

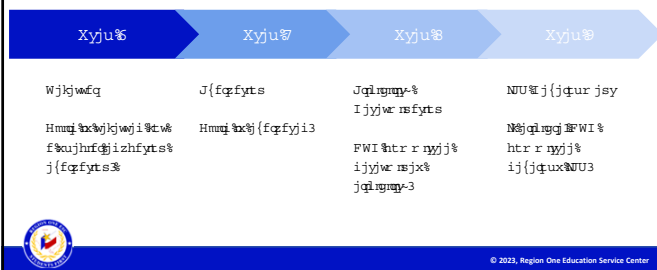
accommodation tracking tools
collection of work samples
coordination time to review student progress



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Special Education Process



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<u>What I Know</u>	<u>What I Want to Know</u> ☆ add to this list if applicable
<div style="display: flex; justify-content: space-between;"> <div style="width: 10%;"> ☆ ☆ ☆ </div> <div style="width: 90%;"> <u>What I Learned</u> </div> </div>	

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Section 5: Special Education Information and Resources

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Model IEP

DATE OF MEETING BY: IEP TEAM

1. STUDENT IDENTIFICATION INFORMATION

Provide student information as requested in the student information sheet on cover, adding date of birth, etc.

Duplicate sections 1 - 10, as needed.

2. ANNUAL GOALS AND OBJECTIVES

3. PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DATE: 10/10/2023

Describe the student's current academic achievement and progress in the general education curriculum, as well as present skills, how student's disability affects participation in appropriate activities.

4. MEASURABLE ANNUAL OBJECTIVES DATE: 10/10/2023

5. HOW PROGRESS TOWARD ANNUAL GOALS WILL BE MEASURED DATE: 10/10/2023

6. MONITORING OF SHORT TERM OBJECTIVES DATE: 10/10/2023

The student will continue to be monitored and progress will be monitored and reported to the IEP team at the next meeting. A description of how progress will be monitored will be added to the next meeting.

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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

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Sample ARDC Meeting Agenda

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Sample ARD Meeting Script

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

Presenciarán:

Administrador de la reunión (que preside la reunión de los miembros del comité, el padre del niño, el maestro, el psicólogo, el trabajador social, etc.)

Propósito de la ARD:

Revisar el progreso del niño en el año pasado (o de otro tipo) de admisión, revisión y/o expulsión (ARD).

Revisar el progreso del niño en el año pasado (o de otro tipo) de admisión, revisión y/o expulsión (ARD).

Revisar el progreso del niño en el año pasado (o de otro tipo) de admisión, revisión y/o expulsión (ARD).

ARD MEETING AGENDA WITH SCRIPT FOR ADMINISTRATOR CHAIRING THE MEETING

Introducción

"We will begin the meeting today with introductions of committee members. My name is _____, and I will be chairing the meeting."

"Is anyone having any questions regarding the meeting today?"

Purpose of ARD

"Today we will be conducting an Annual (or other type) Admission, Review, and Dismissal (ARD) meeting for _____ (the 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."

"_____ (the 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."

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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 (Enter Manager Name) _____

Item	Date


Teacher Signature _____ Date _____

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Life Skills Rubric



Life Skills Rubric

This rubric is used to assess the life skills of students with significant cognitive disabilities. It is designed to be used by teachers, parents, and other professionals who work with these students. The rubric is organized into four categories: Communication, Mobility, Self-Management, and Social Interaction. Each category contains a list of skills and a corresponding rating scale from 1 to 4. The total score is calculated by adding the scores for each category.

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Inclusion Rubric

INSTRUCTIONAL LEADERSHIP TOOL: Inclusion

PURPOSE: This rubric is intended to assist local education agencies (LEAs) in assessing the effectiveness of their instructional leadership practices in promoting the inclusion of students with disabilities. It is designed to be used by instructional leaders, including superintendents, principals, and district or campus-level administrators. The rubric is organized into four categories: Vision and Mission, Data-Driven Decision Making, Professional Learning, and Communication. Each category contains a list of skills and a corresponding rating scale from 1 to 4. The total score is calculated by adding the scores for each category.

INSTRUCTIONAL LEADERSHIP TOOL: Inclusion

DATE: _____

PRE-CONFERENCE NOTES: _____

DATE: _____

POST-CONFERENCE NOTES: _____

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ECSE Rubric

```

graph TD
    A[PRE-CONFERENCE] --> B[GOAL SETTING]
    B --> C[POST-CONFERENCE]
    C --> D[OBSERVATION]
    D --> E[POST-CONFERENCE]
    E --> A
    
```

PURPOSE:

This instrument is intended to assist local Education Agency personnel in gathering useful information of performance in order to provide a fair and equitable assessment of the performance of personnel who are evaluated for members of the instructional leadership team. This instrument is designed to be used by the instructional leadership team members to evaluate the performance of the instructional leadership team members. The instrument is designed to be used by the instructional leadership team members to evaluate the performance of the instructional leadership team members. The instrument is designed to be used by the instructional leadership team members to evaluate the performance of the instructional leadership team members.

INSTRUCTIONAL LEADERSHIP TOOL:
Early Childhood Special Education

CONFERENCER	ASSESSOR	REVIEWER

DATE: _____

PRE-CONFERENCE NOTES: _____

DATE: _____


POST-CONFERENCE NOTES: _____

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[illegible]




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QA IEP Measurable Annual Goals



Question and Answer Document

Individualized Education Program
(IEP) Measurable Annual Goals



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[illegible]

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IEP Development



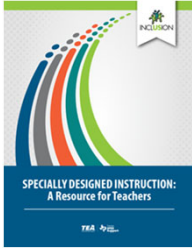
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[illegible]

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Specially Designed Instruction

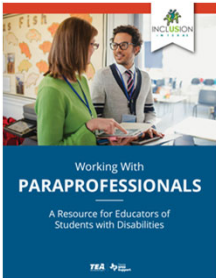


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Working with Paraprofessionals



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Supports for Special Education Referrals

Self-paced
2 credits

[Enroll](#)

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Recommended Resources




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Share Out

What is one resource that you will begin using?



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Section 6: Breaking Down the Notice of Procedural Safeguards


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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.




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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.

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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>

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<u>What I Know</u>	<u>What I Want to Know</u>
	☆
<div>☆</div> <div>☆</div> <div>☆</div> <u>What I Learned</u>	




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Exit Ticket



<https://forms.gle/JwjDAcF2ah4UjrH18>



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@RegionOneESC


@RegionOneESC



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Contact Information

Amy Ruvalcaba
Special Education Coordinator, TEA-ESC Liaison
aruvalcaba@esc1.net
(956) 984-6205



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Special Education Supports and Services Technical Assistance

Dr. Carolina Gamboa Special Education Director 956-984-6203 cgamboa@esc1.net	Neelika C. Ponce Special Education Coordinator, Regional Testing Coordinator, 204 & 527 Contact 956-984-6202 neelika@esc1.net	Amy Ruvalcaba Special Education Coordinator TEA-ESC Liaison 956-984-6205 aruvalcaba@esc1.net	Yvonne Special Education Coordinator 956-984-6198 yvonne@esc1.net
Debra Jones Special Education Specialist Multi-Tiered Systems of Support/Significant Disagreement 956-984-6175 debra@esc1.net	Isabella Anderson Special Education Specialist Visual Impairments 956-984-6060 isabella@esc1.net	Graciela Ramirez Special Education Specialist Low Incidence/ Complex Needs 956-984-6252 graciela@esc1.net	Martha Bustin Special Education Specialist Direct Student Services/ Visual Impairments 956-984-6165 martha@esc1.net
Ruby Coronado Special Education Specialist Direct Student Services/ Orientation & Mobility 956-984-6165 ruby@esc1.net	Christina Garcia Special Education Specialist Behavior 956-984-6264 christina@esc1.net	Amya Hines Special Education Specialist (Lumero Office) 956-795-0000 amyahines@esc1.net	Candice Martinez Special Education Specialist (Lumero Office) 956-795-0000 candice@esc1.net
Rosario Diaz Special Education Specialist Evaluation 956-984-6264 rosario@esc1.net	Allyssa Pardo Special Education Specialist Autism 956-984-6228 allyssa@esc1.net	Isabelle Chavez Special Education Specialist Early Childhood (4-5) School, Community, Family Engagement 956-984-6252 isabelle@esc1.net	Janis Reyes Special Education Specialist Transition/Dir 956-984-6164 janis@esc1.net
Olivia Santos Special Education Specialist Inclusion 956-984-6129 olivia@esc1.net	Yvonne Villalobos Special Education Specialist Assistive Technology 956-984-6127 yvonne@esc1.net	Yvonne Lutton Special Education Support Services Cooperative 956-984-6077 yvonne@esc1.net	Neelika C. Garcia Special Education Support Services Cooperative 956-984-6224 neelika@esc1.net
			Rosanna Santos Special Education Specialist Language Pathologist 956-984-6168 rosanna@esc1.net



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