SPECIAL EDUCATION DISTRICT OFFICE STAFF HANDBOOK & PROCEDURE MANUAL 2014 – 2015

Special Education is the Heart of KISD

Special Education Office
729 Tivy Street
Kerrville, TX 78028

Phone: (830) 257-2203
Fax: (830) 896-3322

1 (updated 2-3-2015)
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GENERAL INFORMATION

Introduction

The Special Education Office located at 729 Tivy Street is the administrative offices of the Kerrville Independent School District Special Education Department. The telephone number for the Special Education Office is (830) 257-2203 and the fax number is (830) 896-3322. The Special Education Office provides special education services throughout Kerrville ISD. The goal of this office is to facilitate the instruction of special education students by providing administrative support, instructional support and related service support to all KISD classrooms.

Work Hours
Staff members should report to work at either the SPED office or to a school campus each work day by either 7:30 AM or 8:00 AM. Staff who begin work at 7:30 AM complete the day at 4:00 PM. Staff who begin work at 8:00 AM complete the day at 4:30 PM.

Daily Schedules
The Daily Schedule Log is located in the front office and must be completed each week. It is the employee's responsibility to enter the information for the coming week in the log at the end of the previous week. Employees must make the office aware of their daily schedule so they can be reached when needed or in case of an emergency. If your schedule changes from what is posted in the office, please call the first thing in the morning to inform the office of the change. If it is necessary for you to leave work early, please notify the Senior Director of Special Education.

Absences
Absences need to be submitted through Skyward and will be approved by the Senior Director of Special Education. If it is necessary for you to be absent from duty because of sudden illness or an emergency, email the Senior Director with a copy to the Administrative Assistant to the Senior Director ASAP. Absences from duty for medical/dental appointments during the work day will not be recorded unless the time exceeds 1½ hours. The accumulated absences should be reported in Skyward when they total 1/2 day. Please try to schedule these appointments at the beginning or the end of the school day when possible. Time should be made up during the week by coming in earlier, working later or through lunch.

E-mail
Because the Special Education staff works on all or several campuses throughout the district, important information will be disseminated through e-mail. Staff are required to review e-mail daily. Please remember that e-mails are records and are property of KISD. E-mails should always have a professional tone and should be limited to work related topics.

Mailboxes
Mailboxes are located in the SPED office. All memos, mail, messages, etc. will be placed in mailboxes as soon as they are received. All official KISD correspondence (paychecks, salary
notices, etc.) will come to you at the SPED Office. It is important that staff members check boxes on a regular basis. Messages of an emergency nature will be delivered directly to the staff member. You will not be disturbed on a campus unless the message is urgent or is an emergency.

Visitors
Visits from outside individuals that are not business related should be minimized. All non-business visits should be kept short (15 minutes or less).

Personal Phone Calls
The office has two outside lines. Do not use these lines for personal calls. All personal calls must be transferred to or made from an extension or the employee's personal cell phone. All personal phone calls should be limited and last no more than 5 minutes.

Fax Machine Use
The fax machine in the SPED Office is available for personal use ONLY if the call is local. The fax machine may NOT be used for personal reasons if the fax number is long distance.

Parking
Employees will be issued a Kerrville ISD parking permit. This permit must be placed on the mirror with the information facing out. This parking permit allows you to park on any KISD property. It does not guarantee a reserved space, only access to the parking lot.

Keys and Building Security
Keys may be obtained from the Administrative Assistant to the Senior Director. Please do NOT duplicate school keys. You are responsible for the use of your key so do not loan it to other persons. The building and the diagnostician portable both have a monitored security system. The alarm system alerts the Kerrville Police Department. You may enter the building/portable after hours if you fully understand how to disarm and arm the alarm system. This is extremely important! Ask the Administrative Assistant to the Senior Director for your own alarm code and training if you want to continue to have access to the building after hours.

Materials/Supplies
Routine office supplies are available to you in the District SPED Office. Please inform the Administrative Assistant to the Senior Director if you take the last item so that she can reorder. Special materials and supplies must be approved by the Senior Director prior to order. Petty cash purchases can be made if there is an urgent need for the item. Petty cash purchases must be approved in advance and cannot exceed $20.
**Purchase Orders**
Staff can make requests for materials, supplies, technology, and staff development through use of the “lavender form”. The lavender form must be submitted with all other required paperwork.

**Water Cooler**
The water cooler in the main office is available to Special Education Office employees. The cost of the water is covered through the Sunshine Fund.

**Sunshine Fund**
The main purpose of the Sunshine Fund is to create and maintain a positive work climate. This fund is used to provide water, express thoughts of condolence or best wishes to staff members and provide other staff treats. The voluntary donation for each staff member is $15 per semester - $30 for the year. The following specific events will be recognized:

<table>
<thead>
<tr>
<th><strong>Con condolences:</strong></th>
<th>Death of a staff member or immediate family</th>
<th>$50 floral arrangement/plant or contribution in memory of loved one</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Illnesses:</strong></td>
<td>Death of extended family member or friends of SPED</td>
<td>Sympathy card</td>
</tr>
<tr>
<td></td>
<td>Staff member absent from duty form more than 10 school days or for hospitalization</td>
<td>$30 floral arrangement/plant or cheer basket</td>
</tr>
<tr>
<td></td>
<td>Spouse/children of staff members with long term illness</td>
<td>Get well card</td>
</tr>
<tr>
<td><strong>Birthdays:</strong></td>
<td>Staff member</td>
<td>Birthday card</td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td>Staff Recognitions</td>
<td>As determined by Senior Director</td>
</tr>
</tbody>
</table>

Water cooler expenses will also be covered by the Sunshine Fund.
SPECIAL EDUCATION CENTRAL OFFICE STAFF

Stan Whittle  Senior Director of Special Education
Myrna Olivarez  Administrative Assistant to the Senior Director
Kay Blevins  SHARS/ Records Clerk
Gayla Fair  SPED Supervisor, Inclusion/Resource/BIP
Lisa Hopson  SPED Supervisor, Functional Living Units
Sherri Cox  Diagnostian, Tivy HS, Hill Country HS, KCJDC
Leanne Coyne  LSSP, Peterson MS, Psych Re-evals (7th-12th)
Bridget Henderson  Diagnostician, Early Childhood Center & Daniels ES, Private Schools
Renee Munn  Diagnostician, Nimitz ES & BT Wilson, Asst. Technology Team
Pam Blair  Diagnostician, Tally ES, Starkey ES, Tivy (9th only)
Micah Wrase  LSSP, Risk/Threat Assessments, Psych Initial Evals and Re-evals (PK-6)
Lisa Cook  SLP, Tivy HS, Tally ES and Daniels ES (non-FLU or 504)
Tracy Flowers  Lead SLP, Starkey ES and Nimitz ES
Jennifer Johnson  SLP Assistant, Peterson MS, BT Wilson, Daniels (504 only)
Cheri Rippee  SLP, Early Childhood Center, Supervisor to Assistant
Stephanie Drake-Woods  Occupational Therapist
Courtney Collins  Physical Therapist
Linda Mann  Teacher of the Visually Impaired Students
Jennifer Geisel  Deaf and Hard of Hearing Teacher
Lindsey Conklin  Deaf and Hard of Hearing Teacher
Cathy Martin  SPED Counselor, Middle Schools
Monica Templeton  SPED Counselor, Elementary

CONTRACTED STAFF (as needed)

Claudia Mullins  Assistive Technology Lead
Rebecca Kilan-Smith  Orientation and Mobility Services
Dilana Gohlke  SLP (Walk-ins, Private School, Daniels-FLU only)
TBD  Bilingual Diagnostician
TBD  Bilingual Speech Therapist

STUDENT ASSISTANT

Kayla Machicek  Occupational Preparation Student from Tivy HS
SECTION I- ASSESSMENT SPECIALIST PROCEDURES

The Role of the Educational Assessment Staff

It is important that educational assessment staff recognize they are in a support position for special and general education staff on their individual campuses. In order to successfully fulfill this role, it is important that special education assessment staff build a good rapport with personnel in each building and work in cooperation with them to see that the special education team functions efficiently and that services in that building run smoothly. Each campus will have unique ways of complying with necessary procedures. Special education assessment staff are responsible for ensuring that their assigned campus maintains compliance with all state and federal requirements, policies and procedures. Educational assessment staff must be familiar with all facets of the local KISD program and appropriate personnel.

Assessment Staff Responsibilities

**Beginning of the Year**

- Obtain a list of students on assigned caseload (i.e. grade levels)
- Organize caseload time-lines (i.e. Annual Review, Re-evaluation due dates)
- Review ARD paperwork to determine whether any additional assessment was requested the previous school year. If yes, notify the appropriate assessment or related service personnel.
- Coordinate with related service personnel (i.e. occupational therapist, physical therapist, dyslexia service provider, etc.) to obtain their caseload service information.
- Other as assigned

**Weekly**

- Turn in all ARDs conducted for the week by the end of the business day on Friday
- Other as assigned

**Monthly**

- Attend necessary ARD committee meetings. (This would include ARDs for referrals, re-evaluations, ARDs following 30 day placements, discipline ARDs, annual ARDs, and revision/brief ARDs)
- ARDs to consider ESY should occur between March and May.
- Test new referrals and re-evaluations on each campus within timelines.
- Submit Medicaid billing and related service logs
- Update referral log
- Update ARD calendar monthly
- Other as assigned
**End of School**

- Verify that all ARD paperwork has been archived in eSped and filed in eligibility folders.
- Submit summer professional development documentation form for Earned-Off days to director’s administrative assistant.
- Verify PEIMS data.
- Ensure all referral logs have been completed and turned in.
- Develop proposed ARD calendar by month for current assignment
- Prepare offices for summer cleaning.
- Other as assigned

**Evaluation of Assessment Staff**

Assessment staff is evaluated by the Director of Special Evaluation on an annual basis using Kerrville ISD evaluation forms. Information regarding performance of the assessment staff is requested from the building principals. This information is considered in completing the evaluation of each assessment staff.

**Presentation of Data in ARD Meetings**

- The assessment staff fulfills many roles in ARD meetings. One of the most important roles assumed by the assessment staff in an ARD meeting is that of presenting and interpreting data to other members of the ARD team. In assessing a student, the assessment staff has access to a large volume of information concerning the student and spends considerable time testing the student and writing a comprehensive evaluation report. It is of utmost importance that the assessment staff effectively communicates this information to the entire ARD committee. Evaluation information is the basis for all subsequent decisions pertaining to programming and placement of the student.
- Convey information in terms that the parents and staff members can understand. Non-evaluation personnel do not have the technical language of evaluation personnel and will not have a complete understanding of test results if such technical language is the only language used to explain test results.
- In discussing achievement test results, it is important to let other members of the ARD committee know what the student can do and what the student cannot do. Words such as standard deviation and standard scores, which are easily understood by evaluation personnel, may not be understood by other members of the ARD committee. Words such as strengths and weaknesses are more easily understood.
- If a student is eligible for special education, be clear in explaining under what disability the student is eligible. Parents and the rest of the ARD committee have a right to know the appropriate disability code.
- When a parent brings a report from an outside agency or another district, the ARD committee must review and consider the information. Consideration is required, however,
the ARD committee determines whether to accept the information or not. This should be documented in the minutes.

**STANDARDS FOR EVALUATION**

It is essential that all Assessment Specialists follow the standards for evaluations as outlined in each test manual.

**Initial Referrals**

When initial referrals are made to special education, the Assessment Specialist responsibilities include:

- Review the special education referral packet information to determine if all necessary forms are included and completed in full. The observation form must be completed by the campus counselor or administrator.
- The completed referral packet is provided to the Special Education Director for review.
- The Special Education Director and the Assessment Specialist review the completed referral packet together.
- The Administrative Assistant to the Director will log the disposition of the referral in the log binder and distribute to appropriate Assessment Specialist.
- The Assessment Specialist will have the parent/guardian sign and date the Consent for Full and Individual Evaluation.
- The Assessment Specialist will enter the student in eSped and enter the date consent was signed.
- Administer appropriate evaluation to the student.
- Complete a Full Individual Evaluation report on students assessed in eSped by due date.
- Communicate results of the evaluation to appropriate school personnel and parent/guardian prior to initial ARD.
- Notify case manager when initial ARD is due so they can get it scheduled.
- Advise the ARD committee on appropriate designation of impairment/disability.
- Provide feedback and suggestions to teachers and administrators about appropriate modifications and accommodations for the student.
- Responsible for requesting and receiving additional assessment from LSSPs, OTs, PTs, AT, APE, VI and AI personnel.

**Initial Evaluations**

**§89.1011. Full Individual and Initial Evaluation.**

No later than the 15th school day after the date the district receives a written request from the parent (provided to a school district’s director of special education services or to a district administrative employee) for a full individual and initial evaluation the district must:

- Provide the parent with prior written notice (PWN) proposing to conduct the evaluation, a copy of the procedural safeguards notice, and an opportunity to provide written consent for the evaluation; or
• Provide the parent with PWN of its refusal to conduct an evaluation with a copy of the procedural safeguards notice.

Not later than the 45th school day following the date on which the school district receives written consent, the full individual and initial evaluation must be completed,
• Except if a student has been absent from school during that period on three or more school days, that period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent; or
• For students under five years of age by September 1 of the school year and not enrolled in public school and for students enrolled in private or home school setting, not later than the 45th school day following the date on which the school district receives written consent.

Within 30 calendar days from the date of the completion of the written full individual and initial evaluation report, the admission, review, and dismissal (ARD) committee must make its decisions regarding a student’s initial eligibility determination and, if appropriate, individualized education program (IEP) and placement.

If the 30th day falls during the summer and school is not in session, the ARD committee has until the first day of classes in the fall to make its decision regarding a student’s initial eligibility determination and, if appropriate, IEP and placement, unless the FIE indicates the student will need extended school year (ESY) services during that summer.

If written consent is received at least 35 but less than 45 school days before the last instructional day of the school year, the FIE report must be provided to the student’s parent not later than June 30 of that year.

The ARD committee must meet not later than the 15th school day of the following school year to consider the evaluation.

If, however, the student was absent from school three or more days between the time that the school district received written consent and the last instructional day of the school year, the timeline is extended by the number of school days equal to the number of school days the student has been absent during the evaluation period.

Transfer students: If a student was in the process of being evaluated for special education eligibility by a school district and enrolls in another school district before the previous school district completed the full individual and initial evaluation, the new school district must coordinate with the previous school district as necessary and as expeditiously as possible to ensure a prompt completion of the evaluation. The timelines referenced above do not apply in such a situation if:

(1) The new school district is making sufficient progress to ensure a prompt completion of the evaluation; and
(2) The parent and the new school district agree to a specific time when the evaluation will be completed.

*a district administrative employee would be designated as the campus principal.

**School day does not include a day that falls after the last instructional day of the spring school term and before the first instructional day of the subsequent fall school term.
**A student is considered absent for the school day if the student is not in attendance at the school's official attendance taking time or at the alternate attendance taking time set for that student. A student is considered in attendance if the student is off campus participating in an activity that is approved by the school board and is under the direction of a professional staff member of the school district, or an adjunct staff member who has a minimum of a bachelor’s degree and is eligible for participation in the Teacher Retirement System of Texas.**

Re-Evaluations

Special education students must be re-evaluated at least every three years. Current regulations require that the ARD committee review existing evaluation data, and on the basis of that review, determine the scope of the re-evaluation to be completed. Assessment Specialist are required to complete all paperwork and to attend ARD meetings in which planning for three year re-evaluations are being discussed. Following this planning ARD meeting, it is the responsibility of the Assessment Specialist to see that all required paperwork is completed and the evaluation done within timelines.

Required paperwork includes the following:

1. Notice of Full Individual Evaluation
2. Request for Parental Information
3. Request for Teacher Input
4. Vision/Hearing /Health Background
5. Observation Record
6. Consent for FIE

Additional paperwork that may be required includes:

1. Letter to parents when parents fail to respond to attempts to obtain Consent for Evaluation
2. Other Health Impaired, Orthopedic Impairment Eligibility, or paperwork for psychological and autism reevaluations.

**DO NOT DELAY TESTING DUE TO FAILURE OF THE PARENTS TO RETURN THE PARENT INPUT.**

In the event that new information is not obtained from the parents, the test report should reflect attempts to obtain this information. A review of records would then be the most likely source of information for sociological data. The following is an example statement to use in these circumstances:

Although current information was requested from the parents, this information was not returned. The source of information for this sociological data was a review of educational records and/or teacher information which stated the following……..
KISD ASSESSMENT GUIDELINES

- On initial evaluations, the cross battery module will be utilized to determine the presence of a specific learning disability.
- Use extreme caution when accepting evaluations from other districts. If no records are received on a transfer student or the other district assessments are not acceptable, a new full evaluation must be completed. If the other district conducted assessments that are not acceptable or appropriate, new evaluation must be completed.
- A non-verbal measure such as the C-TONI or UNIT cannot solely be used to diagnose ID. Follow ID criteria in handbook or Legal Framework found on the Region 18 website.

REED Guidelines (No new data needed)

- REEDs should not be conducted on elementary students, unless the REED is for dismissal due to lack of educational need for specially designed instruction. Exceptions may be AU or ID students who have been identified at a very early age. Consult with LSSP and speech therapist to discuss AU cases. Other exceptions might be students with significant/profound disabilities.
- Use caution when looking at students who are high functioning ID (IQs in high 60s). Full evaluations may need to be conducted on these students, especially if they are transfer students from other districts.
- Two full FIEs are required before a REED can be considered, with the exception of dismissals due to lack of need for specially designed instruction. **NOTE:** When dismissing a student due to lack of educational need, extensive documentation must be provided and noted in the report. Samples of this documentation may include but are not limited to the following: State assessments, grades, benchmarks, observations, etc.
- List all evaluations and data in the REED as justification for continuation of eligibility criterion.
- Hold REED meeting at least 60-90 days before the 3-year reevaluation date.

TRANSFER STUDENTS

IDEA indicates that if a special education student transfers in from another state, the new school district (in consultation with the parent) must provide the child with FAPE, including services comparable to those described in the child’s IEP from the previous school system until the new district:

- Conducts an evaluation (if determined to be necessary by the new district); and
- Develops, adopts and implements a new IEP that is consistent with state and federal law.

When a student transfers to Kerrville ISD, the local campus may place the student in
special education on a temporary 30 school day basis. When records are received from the previous district, the Assessment Specialist must review all of the records provided. If the FIE is from another Texas school district, all of the required components of the FIE should be addressed in the written report. If the FIE is complete and current, the Assessment Specialist may choose to use the report from the previous district and need not test further.

If records are not available and the local school does not receive a FIE, the Assessment Specialist must complete a full evaluation.

These are the steps that need to be followed when a special education student transfers from another school district in state or out of state:

- Complete transfer meeting pages in eSped.
- Request/Complete FIE, if necessary, before the 30-day ARD.
- Have case manager schedule ARD meeting within approximately 30 school days.

Additional Evaluations

Additional evaluations must be requested through a REED.

The timeline goal for additional evaluations is for the assessment to be completed within 30-45 school days as determined by the ARD committee. Parental consent must be obtained for the additional assessment.

The additional evaluation report should be completed in ReEvaluation 2012 (eSped). An ARD meeting must be held within 30 days of the report date.

PROCEDURES FOR EVALUATION OF LANGUAGE BY DIAGNOSTICIAN

Initial Evaluations

Assessment Specialists will make an informal evaluation of students who are not specifically referred for speech and/or language problems. In making an informal evaluation, the Assessment Specialist will consider the following information:

1. Significantly low scores on the subtests that measure Crystallized Knowledge, Oral Expression, or Listening Comprehension.
2. Observation of the student during testing.

Based on these items, the Assessment Specialist will make a decision if further consultation is needed with the speech/language pathologist or whether informal evaluation is sufficient to rule out a language problem.

Re-evaluations

If previous evaluations have not indicated a speech or language problem, the Assessment Specialist will make an informal evaluation of language following the above indicators. The Assessment Specialist is to consult with the speech-language pathologist if needed.
The SLP may ask for input on cross-battery assessment on students who have a cognitive component to help determine SI eligibility.

ELIGIBILITY ABBREVIATIONS AND CODES

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OI</td>
<td>Orthopedic Impairment (01)</td>
</tr>
<tr>
<td>OHI</td>
<td>Other Health Impairment (02)</td>
</tr>
<tr>
<td>AI</td>
<td>Auditory Impairment (03)</td>
</tr>
<tr>
<td>VI</td>
<td>Visual Impairment (04)</td>
</tr>
<tr>
<td>TB</td>
<td>Traumatic Brain Injury (13)</td>
</tr>
<tr>
<td>NCEC</td>
<td>Non-categorical Early Childhood (14)</td>
</tr>
<tr>
<td>LD</td>
<td>Learning Disability (08)</td>
</tr>
<tr>
<td>SP</td>
<td>Speech Impairment (09)</td>
</tr>
<tr>
<td>AU</td>
<td>Autism (10)</td>
</tr>
<tr>
<td>DB</td>
<td>Deaf Blind (05)</td>
</tr>
<tr>
<td>ID</td>
<td>Intellectual Disability (06)</td>
</tr>
<tr>
<td>ED</td>
<td>Emotionally Disturbed (07)</td>
</tr>
<tr>
<td>*MD</td>
<td>Multiple Disabilities</td>
</tr>
</tbody>
</table>

*A student with Multiple Disabilities (as defined in DEC) must have the Disability Reports on each specified disability as well as the Multiple Disability report.

EVALUATION OF LEARNING DISABLED STUDENTS

Initial referrals

When a student is being evaluated for the first time, that is suspected to be LD, give an appropriate intelligence test and an achievement test. In many cases, the most appropriate intelligence test would be the current versions of Wechsler, WJ, KABC, or DAS.

To test achievement, the most commonly used tests are the current versions of the Woodcock-Johnson, the WIAT, or the KTEA. While these are the most commonly used tests, the Assessment Specialist is not limited to these choices. After administering achievement and intelligence tests, learning disabilities are determined using the Cross Battery Method, along with response to intervention documentation.

Re-evaluations

Re-evaluations should be conducted using the cross battery method. Assessment data should be entered into Re-Evaluation 2012 along with any necessary disability reports. If you have questions or concerns about evaluations, please contact and conference with fellow assessment personnel.

Completion of LD Disability Report

A LD disability report is required when a student is tested to determine if the student has a learning disability. These guidelines on completing the LD report should be followed:

1. Complete the LD report on all initial referrals that meet the disability condition criteria for specific learning disability.
2. When completing the LD report, complete all sections. Please remember to report just the method utilized for determining the learning disability.
3. Re-evaluations:
   a. For students who were LD on their last evaluation, complete the LD report when new assessment has been requested.

Specific Learning Disabilities – Federal and State Requirements

1. Determine whether the child does not achieve adequately for his/her age or meet state-approved grade-level standards when provided with learning experiences and instruction appropriate for the child’s age or state approved grade level standards.

2. Document the observation of the student:
   • By at least one team member, other than the child’s regular teacher.
   • Describing the child’s academic performance in the regular classroom setting.
   • Or, in the case of a child less than school age or out of school, by a team member in an environment appropriate for the child of that age.

3. Determine if the student exhibits a pattern of strengths and weakness in performance, achievement, or both, (processing deficit) relative to age, grade-level standards, or intellectual ability, as indicated by significant variance among specific areas of cognitive function.
   • Areas of cognitive functioning include: crystallized knowledge, fluid reasoning, short term memory, visual processing, long-term retrieval, auditory processing, and processing speed.
   • Areas of academics include: oral expression, listening comprehension, written expression, basic reading, reading fluency, reading comprehension, mathematics calculation, and mathematics problem solving

4. Determine that the deficit is not the result of:
   • A visual, hearing, or motor disability
   • Intellectual disability
   • Emotional disturbance
   • Cultural factors
   • Environmental or economic disadvantage
   • Limited English proficiency
   • Students may not be identified as SLD solely from RTI data

5. Ensure that underachievement in a child suspected of having a SLD is not due to lack of appropriate instruction in reading or math by using the following data:
   • Data that demonstrates that prior to, or as a part of, the referral process, the child was provided the appropriate instruction in regular education settings, delivered by qualified personnel.
   • Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction; which was provided to the child’s parents.

6. Documentation of the determination of eligibility must include:
• Whether the child has a specific learning disability.
• The basis for making the determination.
• Assurance that the determination has been made in accordance with the documented evaluation procedures.
• Any relevant behavior noted during the observation of the child and the relationship of that behavior to the child’s academic functioning.
• Any educationally relevant medical findings.
• Whether the deficit is not correctable without special education and related services.
• The determination of the team concerning the effects of environment, cultural, or economic disadvantage.
• Each group member must certify in writing whether the report reflects the member’s conclusion.
• If the report does not reflect a team member’s conclusion, the team member must submit a separate statement presenting his/her conclusions.

EVALUATION OF AUDITORIALLY IMPAIRED STUDENTS

Initial Referrals
When assessing students who are auditorially impaired, a non-verbal I.Q. test is not always the best choice. On initial referrals if the student can hear enough to respond in the testing environment, it is preferable to give an I.Q. test with verbal and performance sections. If the student can't hear enough to respond in the testing environment, a non-verbal I.Q. should be administered. By administering a test with verbal and performance sections, a more complete picture of how the student functions is obtained.

In addition to intellectual testing, an academic achievement test such as the current version of Woodcock Johnson, KTEA or the WIAT should be administered.

The AI teacher and speech therapist will also address best mode of communication in the report.

KISD speech pathologists will administer their normal battery of tests.

Eligibility
Part A-otological-medical clearance-REQUIRED on initial identifications Part B-audiological-hearing test-REQUIRED on initial identifications
Part C-communication-REQUIRED on initial identifications

Re-evaluations
A REED must be completed to determine which, if any, assessments need to be completed.

Eligibility:
Part A-otological-medical clearance-RARELY requested for re-evaluations
General reminders
AI students require otological and audiological evaluations for eligibility. The pre-evaluation ARD may determine a new otological or audiological are not required for continued eligibility at the three-year evaluation. Please work with your school nurse and/or the AI teacher to make this determination.

An AI teacher is required to attend all ARDs for AI students, regardless of the type, including a brief ARD for schedule changes, testing, related services, etc. The AI teacher will be responsible for servicing hearing aids.

Students who have unilateral hearing loss, loss in one ear, may or may not meet eligibility criteria as AI. In the past, students who had unilateral losses were not considered to be eligible as AI. Many factors must be considered including how the student is functioning in the educational environment.

When you assess a student who is AI, have your report co-signed by a person certified to teach students who are AI. Assessment specialists will forward a copy of your report to this person for their review prior to the ARD meeting.

EVALUATION OF STUDENTS WITH INTELLECTUAL DISABILITY (ID)

Initial Evaluations
The Texas commissioner’s rules have refined the process for which we will be determining ID in the state of Texas. The following is a direct excerpt from the commissioner’s rules:

(a) has been determined to have a significantly sub-average intellectual functioning as measured by a standardized individually administered test of cognitive ability in which the overall test score is at least two standard deviations below the mean, when taking into consideration the standard error of measurement of the test, and

(b) Concurrently exhibits deficits in at least two of the following areas of adaptive behavior: communication, self-care, home living, social interpersonal skills, and use of community resources, self-direction, functioning academic skills, work, leisure, health and safety.

When assessing students suspected to have ID, the Assessment Specialist must administer a full scale intelligence test. If the student’s cognitive functioning is too severe to allow for such a measure, documentation of an attempt to administer a formal assessment must be made. The student’s full scale IQ must be two or more standard deviations below the mean, when taking into consideration the standard error of measurement of the test instrument that was used. The
parent must be involved in initial diagnosis of ID. The current versions of Vineland Adaptive Behavior Scale will be used to gather the adaptive behavior information from the parent. For initial diagnosis of ID, there must be two areas of adaptive behavior that fall two or more standard deviations below the mean. For reevaluation, there must be a significant deficit (more than one standard deviation) in adaptive behavior.

When diagnosing ID for the first time, it is of utmost importance to communicate this information to parents 5 school days before the ARD committee meets. A conference with the parents prior to the ARD meeting will give them the opportunity to hear this information in a less stressful setting than a formal ARD meeting.

Upon the diagnosis of Intellectually Disabled (ID) the following process shall be followed.

- Assessment Specialist will contact FLU supervisor for an observation of the student
- Observation will occur in the existing instructional arrangement (FLU supervisor)
- Likert will be given to regular education and special education teachers to complete and return to FLU supervisor
- Staffing to be held to review all data gathered (include general education teacher, administrator, FLU teacher, case manager, assessment specialist, and FLU supervisor)
- After staffing, if FLU is to be considered for the student, FLU supervisor or the Assessment Specialist will contact the parent to discuss options and a classroom visit will be held to see the FLU.
- The Functional Living Teacher is responsible for IEPs, Personal Care Supplement, state testing supplements and/or other specific documents that pertain strictly to FLU.
- An ARD will be held for placement (final decisions will not be made until the ARD). The ARD committee is the final determining factor.
- Functional Living Teachers will do an observation of the student in his current instructional arrangement.

Guidelines for considering the Standard Error of Measurement (SEM)

The new commissioner’s rules have indicated that an evaluator must consider the standard error of measurement of the full scale intellectual abilities test.

When taking into consideration the standard error of measurement, this would mean that a student with a full scale IQ of 72 could be considered ID if all the other data supported the diagnosis. This also means that a student with a full scale IQ of 68 might not be diagnosed with ID if there is not enough data to support the diagnosis.

**EVALUATION OF VISUALLY IMPAIRED STUDENTS**

Initial referrals
When assessing students who are visually impaired, it is essential that the Assessment Specialist consult with a teacher certified to teach the visually impaired in order to determine appropriate evaluation instruments and/or techniques. The certified teacher of the visually impaired must complete the Functional Vision Evaluation/Learning Media Evaluation before the evaluation by the assessment specialist. The initial full and individual evaluation (FIE) of a child with a visual impairment must include an Orientation and Mobility evaluation performed by a certified Orientation and Mobility Specialist in a variety of lighting conditions and settings.

The Full Individual Evaluation Report and the REED FIE must be reviewed and co-signed by the teacher of the visually impaired.

EVALUATION OF STUDENTS WITH OTHER HEALTH IMPAIRMENTS

When assessing a student suspected of having health problems that interfere with their education, the Assessment Specialist will give an intelligence test and an achievement test to determine current levels of intellectual and academic functioning. If information indicates the student has a health condition that may interfere with education, the OHI disability report should be obtained. A licensed physician must complete this form.

The Assessment Specialist will be responsible to ensure the diagnosis meets the criteria of chronic or acute health problems. All sections of the FIE must be completed. In addition to information from the nurse, information from the physician should be reported in the physical section of the FIE.

Although there are many conditions that may cause a student to be eligible for special education under this disability, some of the more common conditions include asthma, heart conditions, attention deficit/hyperactivity disorder, diabetes, etc. Remember that the student must have a need for specially designed instruction to be eligible for special education regardless of health conditions that may be present. The ARD committee makes the determination of eligibility.

EVALUATION OF STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

When assessing a student with orthopedic impairments, the Assessment Specialist will give an intelligence test and an achievement test to determine current levels of intellectual and academic functioning. To establish eligibility as orthopedically impaired, a licensed physician must complete the OI Disability Report.

All sections of the FIE must be completed. In addition to information from the nurse evaluation, information from the physician should be reported in the physical section of the FIE.

Common conditions that may be included in this disability are impairments caused by congenital anomaly (clubfoot, absence of some member, etc.), impairments caused by disease (poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (cerebral palsy, amputations, and fractures or burns which cause contractures). Remember that the student must
have educational need to be eligible for special education services. The ARD committee makes the determination of eligibility.

EVALUATION OF STUDENTS WITH TRAUMATIC BRAIN INJURY

When assessing students suspected of having a traumatic brain injury (TBI), the Assessment Specialist will give an intelligence test and an achievement test to determine current levels of intellectual and academic functioning. To establish eligibility as having a TBI, Traumatic Brain Injury Disability Report must be obtained from a licensed physician. Remember that a TBI is an acquired injury caused by an external physical force resulting in total or partial functional disability and/or psychosocial impairment. It cannot be a brain injury that is congenital or degenerative or the result of a birth trauma. All sections of the FIE must be completed. In addition to information from the nurse, information from the physician should be reported in the physical section of the FIE.

EVALUATION OF STUDENTS WITH AUTISM

When assessing a student with autism, the Assessment Specialist will give an intelligence test and achievement test to determine current levels of intellectual and academic functioning. When a student with autism is being assessed, who have other known conditions, such as visual impairment, hearing impairment, lack of verbal skills, etc., careful consideration should be given to the choice of evaluation instruments. In addition, a formal measure of adaptive behavior is often valuable in identifying student’s competencies. If a student’s intellectual scores are in the mentally deficient range, a formal measure of adaptive behavior is always required. When adaptive behavior is addressed for students with autism who are not ID, the Assessment Specialist should document the adaptive behavior is not commensurate with the student’s chronological age. A Functional Behavior Assessment will be completed as part of the initial referral.

A multidisciplinary team must complete the assessment to determine eligibility for Autism. Members of the multidisciplinary team include:

- Educational Diagnostician
- LSSP
- Speech Therapist
- OT or PT
- Teacher (optional)

Outside Reports that Mention Autism as a Disability

Should you come across a report from a doctor or agency that mentions autism as a disability (as in an OT/PT Medical form) and the student has another disability but has not been identified by the district as AU follow these steps:

- Ask the parent if there is an evaluation report from the doctor or agency that indicates the student meets criteria for autism.
• The ARD Committee can decide whether any autism assessment is necessary. Use specific examples of why the assessment is not necessary if such is the case. Proceed with planning evaluation and required paperwork if necessary.

• Make sure that all this information is captured in the minutes of the ARD.

• Remember a multidisciplinary team is required.

EVALUATION OF STUDENTS WITH EMOTIONAL DISTURBANCE

When a student is suspected of having an emotional disturbance, the Assessment Specialist should give an intelligence test and an achievement test to determine current levels of intellectual and academic functioning. The LSSP will complete the psychological portion and report their findings in the FIE. When a psychological is requested as a part of an initial evaluation, the Request for Psychological Testing should be sent to the LSSP immediately upon referral for evaluation. A Functional Behavior Assessment will be completed as part of the initial referral.

Do not delay assessment for the parent or teacher surveys of behavior. If a psychological is received from an outside agency or another district, please make a copy and send it to the appropriate LSSP. It is of utmost importance that this information be reviewed and considered in an ARD and documented in the ARD paperwork.

A REED is required prior to a three-year re-evaluation. The REED committee will plan and complete necessary paperwork for a re-evaluation. The LSSP is unable to act on the re-evaluation until REED is conducted. All these activities must also be completed within the timelines set by the ARD committee.

EVALUATION OF STUDENTS WITH SUSPICION OF DEAF-BLINDNESS OR MULTIPLE DISABILITIES

Deaf-Blindness means concomitant hearing and visual impairment, the combination of which causes severe communication and other developmental and educational needs that cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Multiple Disabilities means concomitant impairments (such as ID-blindness, ID-orthopedic impairment, etc.). The combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple Disabilities does not include deaf-blindness.

The child must be assessed in all areas of suspected disability. The multidisciplinary team (MDT) that collects or reviews evaluation data must include, but is not limited to the members of the team that is required to establish the two or more disabilities that are the basis of the multiple disabilities. The child has a combination of disabilities and they are expected to continue indefinitely and
they must severely impair performance in two or more of the following areas:

- Psychomotor
- Skills Self-care
- skills
- Communication
- Social and emotional development
- Cognition

The MDT must determine that by reason of the multiple disabilities, the child needs special education and related services.

**APPRAISALS FOR DYSLEXIA**

Upon request by the ARD committee for additional evaluation the assessment specialist will request the district dyslexia evaluator conduct an evaluation to determine if the student meets criteria for dyslexia services.

**HOMEBOUND SERVICES**

Procedures for Placing Student on Special Education Homebound Services

These guidelines apply **ONLY** to Special Education eligible students; general education homebound is coordinated by the office of the Assistant Superintendent, Personnel.

Homebound is a Special Education instructional arrangement that can be determined only by an ARD Committee based on a report from a licensed physician that the student is expected to be confined for a minimum of four (4) consecutive weeks. Homebound services for Special Education students must be provided by a teacher with Special Education certification. Special Education Supervisor will work with the Diagnostician and campus to secure a highly qualified, certified teacher.

The basic unit of instruction is four (4) hours each week; this allows the campus to record a full week of attendance. The exception to this is a student who is *chronically ill* (section 4.6.2 pg. 99). Determination of amount of time student is absent prior to services beginning will be determined by the ARD Committee. This shall be documented in the students ARD.

**KISD PROCEDURES:**
After notification is received from the school nurse the diagnostician will review the paperwork, notify Special Education Supervisor and case manager.

1. The ARD committee should include the following:
   - Administrator
   - Counselor grades 7 - 12
   - General education teacher of the student
   - Special education teacher
   - School nurse, if possible
   - Homebound teacher
   - Parent/adult student (18 or older)

2. Prior to the ARD, complete the following paperwork:
   - Give the parent/adult student the “Notice of Procedural Safeguards” (if initial referral or annual ARD).
   - Give the parent/adult student a copy of “A Guide to the Admission, Review and Dismissal Process” at least 5 days prior to the scheduled ARD date (if initial referral).
   - Give parent/adult student the Notice of ARD. Unless waived in writing by the parent/adult student, a five school day waiting period is required between Notice of ARD and the ARD meeting.

3. The school will conduct an ARD committee meeting and create/update an FIE when the student enters and exits homebound.

**Evaluation Requirements for Homebound Placement**

1. To establish a need for homebound services, the homebound needs for evaluation must be completed by the physician determining that the student will be out of school for a minimum 4 consecutive weeks.

2. If a student is currently receiving special education services, a new FIE will not be required unless additional areas of disability are suspected.

3. If other disabilities are suspected, such as TBI or ED, a full evaluation with formal assessment should be conducted.

**Section References Student Accounting Handbook (Section 4: Homebound Examples (4.18.1-4.18.10)**

**Referral Procedures for Special Education Homebound Services Due to Pregnancy**

1. The case manager sets up a contingency ARD.
2. Contingency ARD is held.
3. Diagnostician is responsible for ensuring that all required documentation is fully completed.
4. Upon delivery or need for pregnancy related Homebound Services:
   - The Special Education Supervisor shall be notified that student is ready to start homebound instruction by the diagnostician.
   - Special Education Supervisor will work with the diagnostician and campus to secure a highly qualified certified teacher.
   - The diagnostician will notify the attendance clerk to change coding upon entry into Homebound.
   - Homebound teacher will collect assignments for special education students and will return to teachers upon completion.

Homebound teacher will work collaboratively with campus attendance clerk to maintain accurate attendance records. Homebound teacher will maintain attendance sheet. It is imperative that the attendance sheet and contact logs all match.

Dismissal from Pregnancy Related Homebound Services

Homebound Teacher will work to ensure that the, attendance sheet and contact logs match and accurately reflect correct dismissal date. The Special Education/PRS Student Record Contact Hours Served form will be attached to the attendance sheet.

Homebound Teacher will inform diagnostician and nurse of student’s dismissal date.

Diagnostican will notify Special Education Supervisor with proper dismissal paperwork from physician.

Homebound teacher will complete NCR data form reflecting necessary IA changes.

Section References Student Accounting Handbook (Section 9: Pregnancy-Related Services PRS 9.1- 9.17)

Transitioning Students with Chronic Illness between Homebound and the Classroom

A student with a chronic illness or acute health problem that is a long-term condition that requires the student to be in the homebound instructional setting for at least 4 weeks will generate contact hours based on the following:
   - Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the homebound funding chart.
   - The length of the transition period must be determined by the ARD committee based on current medical information.

During the transition period, students are to be served in the homebound instructional setting for the period of time each week as specified by the ARD committee. Any student attendance in the classroom
that is generated during the transition period will not be reported for funding purposes because funding will be based on instruction in the homebound setting.

Once the student has completed the transition period as determined by the ARD committee, the student no longer generates eligible days present according to the homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

**Students with a Recurring Chronic or Acute Health Condition**

A student with a chronic illness or acute health problem **that is a recurring condition** that requires the student to be in the homebound instructional setting for a period of time (which may be in daily or weekly increments) totaling at least 4 weeks throughout the school year will generate contact hours based on the following:

- Students moving back and forth between the homebound instructional setting and a school-based placement must be coded homebound for those days they are in the homebound instructional setting subject to the homebound funding chart.
- Students with a recurring condition generally do not require a transition period.
- Use the following chart to determine how to record attendance and instructional setting code information for students with a recurring condition.

**SURRAGATE PARENT PROCEDURES**

1. When a foster parent or Residential Facility case manager enrolls a student in KISD, they complete the enrollment card indicating they are the foster parent or case manager of the child. The foster parent must bring written documentation, at the time of enrollment, that they have been assigned the foster parent of the child by a licensed placing agency which indicates they have the right to make educational decisions concerning the student. If the student is under the court appointed Department of Aging and Disabilities Services (DADS) guardianship and residing in a Residential Facility, written documentation from a court order must be obtained indicating they have been appointed the student’s legal guardian.

2. If the foster parent indicates they are the temporary managing conservator of the child then all efforts should be made to include the biological or adoptive parents as well as the foster parent in any decisions made including ARD/IEP meetings. If the biological parent is unable to be located then document the efforts to locate them on the Record of Contacts Log. **An exception to this is if by contacting the parent it would endanger the child then parent contact must not be made.**

3. If the student is placed in a group home by the biological parents or guardian, then the ARD notice will be sent to the biological parents or guardian. The biological parents or guardian may give proxy to the group home case manager to represent them pertaining to educational decisions.

4. Obtain a Release of Confidential Information form indicating the group home or Residential Facility has the right to represent the student in educational decisions.
These forms will be filed in the eligibility folder. The student, the case manager as well as the parents should be notified of the ARD.

5. If the student has NOT resided with the foster parent for at least 60 days, the foster parent can be appointed as the surrogate parent if s/he meets surrogate parent qualifications. After the student has resided with the foster parent for 60 days, the foster parent who was the surrogate parent can now be the parent.

6. If the foster student with a disability turns 18 years old, all rights under IDEA transfer from the parent to the adult student. At this time the student may represent themselves and a surrogate parent would not be assigned. Send the ARD notice to the student. If the foster/surrogate parent desires to attend the ARD, the Release of Confidential Information form will need to be completed by the adult student in order for the foster/surrogate parent to attend the ARD. The exception would be if the child has been determined to be incompetent under State law. In this case, the court appoints a guardian for the student.

**PRESCHOOL PROGRAM FOR CHILDREN WITH DISABILITIES (PPCD)**

**Evaluation Team Information**

1. The following forms will be utilized in completing the referral: Procedural Safeguards and Receipt, Notice of FIE, Consent for FIE, and other forms as appropriate. When vision or hearing is failed, review each case individually to make sure issues are documented on the FIE if testing is continued. Consider the effects of continuing evaluation when vision or hearing is failed with possible effects documented in the report. The PPCD Evaluation Team consist of
   - Assessment Specialist
   - SLP
   - PPCD teacher as needed
   - OT/PT as needed
   - AI teacher as needed
   - VI teacher as needed
   - LSSP, as needed

2. The Assessment Specialist will schedule the evaluation appointment.
3. The Assessment Specialist will complete the FIE, and appropriate sections of the ARD paperwork. The speech pathologist will complete the speech and language section of all forms.
4. After the evaluation is complete, the assessment specialist will be responsible for contacting the parent to discuss the test results and to review the proposed IEP. Document all contacts with parents.
5. For students who are transferring in from other PPCD placements, the Assessment Specialist should complete any necessary evaluations. The Assessment Specialist may
ask for assistance from the speech pathologist and/or the PPCD teacher if necessary.

6. For students enrolled in Pre-K classes that are referred for possible placement in PPCD, the PPCD team will conduct the evaluation.

7. Regular referral procedures should be followed on all preschool referrals.

PROCEDURES FOR EARLY CHILDHOOD OUTCOMES (ECO)

District Process – Child Outcomes Process (SPP7)

The COSF has 2 purposes. It is completed at entry and completed again at exit. When looking for an entry or exit form, you are looking for the COSF. All paperwork must be completed in eSped.

Team Members
- Parents
- Teachers (general and special education)
- Speech Pathologists
- Related Services Providers (OT, PT, etc.)
- Teacher Assistants

Entry Data Process
- The Child Outcome Summary Form (COSF) must be completed within 30 school days of the child’s enrollment in KISD.
- Parent information must be collected, but parents don’t have to participate in the team meeting to determine the rating.
- SLP is the lead if the child is ONLY receiving speech services (ex. Walk-in, pre-k speech, kinder speech). Diagnostician (Elem campuses only) or Teacher is the lead if child receives other special education services. Lead completes and submits the form.
- Team Meets (Team can meet immediately after the ARD or at another scheduled time).
- Team completes form after reviewing evaluation tools, anecdotal data, and crosswalk documents (see list of examples).
- Print 4 copies of the COSF. File one copy in the ECO folder that should be placed in the speech and/or diagnosticians working folder.
- Send 3 copies to the SLP Facilitator (Hopson) within 35 days following the 1st day of service.

Exit Data Process
- Complete a new COSF within 30 school days prior to the child exiting services (Dismissed or turning 6 during current school year).
- The earliest date exit COSF can be completed for children exiting (due to turning 6) at the end of the school year is one month prior to the end of the school year.
• Parent information **must** be collected, but parents don’t have to participate in the team meeting to determine the rating.

• SLP is the lead if the child is **ONLY** receiving speech services (ex. Walk-in, pre-k speech, kinder speech). Diagnostician (Elem campuses only) or Teacher is the lead if child receives other special education services. Lead completes and submits the form.

• Team meets (Team can meet immediately after the ARD or at another scheduled time).
  - Completes new COSF for student after reviewing evaluation tools, anecdotal data, and crosswalk documents (see list of examples).
  - Answer all questions. Include 1b, 2b, and 3b. **ANY** new skill = yes.
  - When completing “b” sections-refer to the data on the Entry COSF.

• Print 4 copies of the COSF. File one copy in the ECO folder that should be placed in the speech and/or diagnosticians working folder.

• Send 3 copies to the SLP Facilitator (Hopson) within 35 days following the 1st day of service.

• Students who move to other districts do not have exit data, but submit a COSF that says “withdrawn from district” in the exit box on page 1.

• Students who are in the program < 6 months do not have exit data, but submit a COSF that says “not in the program for 6 months” in the exit box on page 1.

• Exit = end of school year when student turns 6 or anytime a child ages 3-5 is dismissed from special education.

• All Exit COSF forms are due by **3rd Friday in May**.

**Explanation of COSF Forms Terms**

• Entry date = date child begins receiving services (the child’s first day of class or therapy).

• Exit date = last date the child receives services (last day of school or day of dismissal).

• Multiple Disabilities field: Select “YES” if the child meets the formal IDEA criteria for multiple disabilities. **NOTE:** This is not asking if the child has more than one eligibility.

• PPCD means any special education services provided to 3, 4, and 5 year old students.

**RELATED SERVICES**

Request for an initial related service must be completed through a REED. When an FIE is written, all assessments including related services assessments become part of the FIE. When a 3 year reevaluation is due, the FIE report date, not the assessment date, is what determines when the reevaluation is due.

Assessment Specialists are the point/contact person on all campuses. They are responsible for contacting all providers (SLP, Vision, LSSP, Deaf Educator, OT/PT, AT) prior to assessment.

When completing a REED, all areas of the FIE should be reviewed. Testing should only be requested in the areas needing formal assessment. Data in the area of the REED that does not
require testing will be carried forward in the FIE.

When completing a REED to be the new FIE document, the eligibility report from the previous FIE or a new eligibility will need to be attached. If you are completing a REED to request further testing, previous eligibility reports do not have to be attached.

Evaluations, whether formal or informal, are required any time a student is being dismissed from services, including related services. This may be conducted through a REED.

ASSISTIVE TECHNOLOGY

KISD Assistive Technology Roles and Responsibilities

Objective: A knowledgeable, supportive network of people working together to help every ARD Team choose and provide appropriate Assistive Technology (AT) devices and services for students receiving special education services.

Once it is determined by the case manager that a student is experiencing problems and there are issues of major concern the following procedures for an AT assessment should be followed:

**Case managers**—All Special Education teachers—FLU, Resource, Inclusion, BIP
- Notifies supervisor of an AT concern/need for a student
- Completes Referral/Question Identification Guide and sends form to diagnostician

**Diagnostican**—the student’s campus
- Reviews Referral/Question Identification Guide and determines if an AT assessment is needed (when the student can’t go any further with the current system or device they are using)
- Sends notice and schedules a REED to obtain consent for the assessment
- Notifies the appropriate AT team member/s

**AT Member/s**—ACC Communication/Speech, VI, OT, PT, AI
- Completes the assessment section pertaining to the area of need
- Sends assessment recommendations to AT Diagnostician

**AT Diagnostician**—
- Compiles all information from each AT team member recommending services and/or devices and sends to AT team members
- Makes any corrections needed, and sends to campus diagnostician
• Determines appropriate AT member to present report/recommendations at the ARD meeting and informs the campus diagnostian

**AT member/s**—the team member who is recommending a high tech device, etc.

• Fills out Request to Purchase Goods or Services and Special Ed/Federal Programs Budget Form (lavender form)
• Demonstrates for and works with student and teacher on how the device operates and remains a contact for the case manager

**Case manager**—Special Education teachers

• Maintains contact with AT team representatives and follows up with difficulties or mechanical malfunctions of the services and/or devices recommended for student

**ANNUAL ARD NOTICES**

1. Case manager will schedule the annual ARD with the parent.
2. Assessment Specialist will send the first written notice when the ARD is accepted in Microsoft Outlook calendar.
3. Assessment Specialist will send second written notice two weeks prior to annual ARD date.
4. Case manager will confirm meeting with parent one day prior to the annual ARD.

**IN-HOME/PARENT TRAINING**

 Guidelines

The purpose is to assess the skills of the student in both the school and home settings. In-Home Training is designed to “generalize skills from school to home” (focus on functional skills) learned at school to home and community. Parent training is designed to provide skills/information for parent(s) to work with students in the home and community setting.

### In-Home Training vs. Parent Training

<table>
<thead>
<tr>
<th>In-Home Training</th>
<th>Parent Training</th>
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<tbody>
<tr>
<td>Works directly with student</td>
<td>Works directly with parent</td>
</tr>
<tr>
<td>Generalization of skills from the school environment to home and/or community</td>
<td>Provides skills/information for parent to work with student in the home and community setting.</td>
</tr>
<tr>
<td>Individual</td>
<td>Group or individual</td>
</tr>
<tr>
<td>Determined in ARD meeting</td>
<td>Determined in ARD meeting</td>
</tr>
</tbody>
</table>

The ARD Process
These guidelines apply ONLY to Special Education eligible students; as requested by an ARD committee.

1. The ARD committee will request that an In-Home Training or Parent Training assessment be completed. The ARD committee will fill out the Parent Training needs assessment and/or the In-Home Training needs assessment in eSped. A timeline for completion should be given for the assessment in the ARD meeting.

2. The Assessment Specialist will place a copy of the needs assessment(s), and request for training in the deliberations in Lisa Hopson’s box at the SPED Office. Mrs. Hopson will assign a trainer who will complete the assessment.

3. The In-Home and/or Parent Trainer is responsible then for completing an assessment. The trainer is to return the assessment to the assessment specialist at least 10 days prior to the deadline of the assessment due date. The Assessment Specialist will input this information into eSped.

4. A second ARD shall be held to review the completed assessment. The trainer should be invited to the ARD and will attend if possible. The assessment will be reviewed by the Assessment Specialist. If training will begin the Assessment Specialist will provide Mrs. Hopson a copy of the Schedule of services, deliberations and Supplements.

5. The case manager is responsible for developing IEP’s for In-Home Training at the second ARD in cooperation from the trainer once services are determined to be needed.

6. The trainer will be responsible for updating the IEP’s each six-weeks and providing them to the classroom teacher to update in eSped.

Services Begin

1. The trainer is responsible for turning in a monthly time sheet and service log to Mrs. Hopson at the SPED office. This should be done at the end of the each month with parent signatures to document the services being provided.

2. The trainer will send a copy of the monthly service log to the student’s case manager.

Services End

1. The trainer will provide a Parent/In-Home Training Summary report yearly or with in timeline as designed by the ARD committee. This report will document progress or lack of progress with a recommendation to continue or discontinue services.

2. A new assessment is to be completed each year prior to the annual ARD to determine if services will continue to be needed.

Responsibility of In-Home Trainer

- Maintain student confidentiality
- Establish positive parent/trainer rapport
- Keep all training appointments and give 24 hour notice of any cancellations
- Make up missed appointments at a mutually agreed upon time
- Implement IEP as written; additional goals are added at ARD meetings; be prepared to give input for the annual review (provide annual assessment, ARD supplement report, and the exit report if needed)
- Complete a summary log each in-home visit, parent signature and time sheet to be completed
- Collect data regarding progress of students
- Conduct training while parents remain in the home during the session
- Develop and model appropriate teaching strategies for use in the home
- Develop appropriate rewards and consequences
EXTENDED SCHOOL YEAR (ESY)

Guidelines

- These guidelines apply ONLY to Special Education students who are eligible for Extended School Year (ESY).
- ESY is an individualized instructional program provided by Special Education and is held beyond the regular school year. Eligible students are those with disabilities. The need for ESY services must be determined on an individual basis the ARD committee. The IEP developed for ESY must include goals and objectives.

The need for ESY services must be documented from formal and/or informal evaluations provided by the district or the parents. If a student requires a significant amount of time to recoup acquired critical skills, then the ARD committee should discuss whether the student needs extended educational and/or related services during school breaks.

- ESY services may be justified without consideration of the period of time for recoupment of skills under one or both of the following conditions:
  - The loss of acquired critical skills would be particularly severe or substantial;
  - If such loss results, or reasonably may be expected to result in immediate physical harm to the student or to others
- ESY services are connected to previous and future school year services. A communication system will be in place that defines roles and responsibilities for ESY documentation to flow between and among district staff. Sending and receiving teachers will provide information and feedback regarding the provision and effectiveness of the ESY services. Framework for the ESY program will include a process for planning prior to the initiation of and following the end of ESY services.

Pre-Enrollment Procedures

- The ARD committee will decide if a student qualifies for ESY
- The Sending Special Education teacher is responsible for completing the following:
  - ESY Process Form
  - IEP for ESY
  - Transportation form
  - Special Education enrollment form
- **All forms** are due to Lisa Hopson the last Monday in May prior to the end of the school year

During ESY Procedures

Lisa Hopson will give ESY forms to the ESY teacher(s). The duties of the ESY teacher(s) are as follows:

- Complete the attendance each day on the contract hour’s sheet.
- Complete IEP’s at the end of the ESY period and update Continued, Mastery or Regression
- Complete the ESY Progress Form on each individual student
- Submit the contract hours sheet, IEP’s, Timesheets and ESY Progress Form at the end of ESY to Lisa Hopson

When the information is received from the teachers, Lisa Hopson will enter the data for attendance into Skyward and pass off the IEP information to the Sending Special Education teacher or Assessment Specialist. Copies will be made and filled accordingly.
Post ESY Procedures

- The Sending Special Education teacher will need to monitor the progress of the student during the first six weeks of school and note if the student has Continued, Mastered, or Regressed.
- The receiving Special Education teacher (case manager) for the following year will need to schedule an ARD meeting after the first six-weeks of school in order to discuss progress, or lack thereof, with parent and staff.

SECTION II - ARD/IEP PROCEDURES

ACCOMMODATION/MODIFICATIONS

Curriculum Accommodations/Modifications in General Education Classes

Diana Browning Wright, *Teaching & Learning 2003*

For the purposes of clarification, the following definitions are suggested to differentiate how individuals with disabilities receive “equal opportunity to obtain results and benefits” but may not necessarily “produce identical results or levels of achievement” as compared to students without disabilities. Students participate in “least restrictive” learning environments and are held accountable for performance in those environments through curricular adaptations.

**Curricular Adaptations** are changes permissible in educational environments which allow the student equal opportunity to obtain access, results, benefits, and levels of achievement. These adaptations consist of both accommodations and modifications.

- Some curricular adaptations **do not** fundamentally alter or lower standards or expectations in either the instructional or assessment phases of a course of study and can be designated as “accommodations.” These accommodations provide access to participate in the L.R.E. and an opportunity to demonstrate mastery of performance standards. Accommodations are how it is changed.

- Some adaptations **do** alter or lower standards or expectations and can be termed “modifications.” These modifications, although providing access, will necessitate careful selection of assessment components to achieve accountability for performance. Modification is what is changed.

When the ARD/IEP committee determines it is appropriate to modify the curriculum of a
general education class for a student based on the student’s deficit area (i.e. student has a significant disability which justifies the need for content modification), the committee will identify on the ARD document how the content will be modified. As an example, the content may be modified by individualized grading or by giving the student special projects in lieu of, for example, an essay test or a research paper, etc. Following the ARD, the special education case manager/teacher must provide a copy of any accommodations, modifications, student goals and objectives, and any other pertinent data to the teacher of the course(s).

Accommodations/Modifications/Student Support Services

The ARD/IEP committee determines the accommodations/modifications and student support services to be implemented. All teachers (general and special) are required to follow these recommendations. If recommended services and accommodations authorized by the ARD/IEP committee are not implemented, this can result in a student being denied a Free and Appropriate Public Education (FAPE). If a teacher refuses to implement these services or accommodations, the case manager should notify the principal and request assistance.

The Student Support Services page requires frequency, duration and location of services be indicated. Do not write “as needed.” If the services/accommodations could be viewed as effective teaching practices, and would not be required consistently and intensely, the ARD/IEP committee should not include them in the ARD document. Be specific and make sure the committee identifies only the services/accommodations necessary. Testing Accommodations must be listed on both the accommodations page and the assessment page.

ARD/IEP PROCEDURES

Every special education student shall have an annual ARD/IEP meeting before his/her anniversary date. An ARD/IEP meeting may be requested at any time by parents, teachers, or other school personnel. Reasons for requesting an ARD/IEP meeting may include, but are not limited to, any of the following:

1. Changing instructional arrangement
2. Changing goals and objectives
3. Addressing discipline
4. Adding or deleting related services
5. Discussing ESY (Extended School Year) services
6. Considering additional evaluation
7. Lack of progress toward annual goals and general curriculum (including social emotional and study skills goals and objectives)
8. Information about the student provided by the parent
9. Schedule changes
10. Review of evaluation
11. Not meeting ARD expectations on state assessments

The special education teacher is responsible for learning and conforming to the KISD ARD/IEP committee procedures as stated in the ARD/IEP section of the Kerrville Independent School District Special Education Handbook.

38 (updated 2-3-2015)
ARD Committee Membership

(1) ARD committees shall include those persons identified in 34 CFR, §300.321(a), as follows:
   (A) the parent(s) of the child
   (B) not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)
   (C) not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child
   (D) a representative of the school district who;
      (i) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities
      (ii) is knowledgeable about the general education curriculum
      (iii) is knowledgeable about the availability of resources of the school district;
   (E) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in subparagraphs (B)-(F) of this paragraph
   (F) at the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate
   (G) the child with a disability (whenever appropriate)/adult student

(2) The regular education teacher who serves as a member of a student’s ARD committee should be a regular education teacher who is responsible for implementing a portion of the student’s IEP.

(3) The special education teacher or special education provider that participates in the ARD committee meeting in accordance with 34 CFR, §300.321(a) (3), must be appropriately certified or licensed as required by 34 CFR, §300.18 and §300.156.

(4) If the student is:
   (A) a student with a suspected or documented visual impairment, the ARD committee shall include a teacher who is certified in the education of students with visual impairments;
   (B) a student with a suspected or documented auditory impairment, the ARD committee shall include a teacher who is certified in the education of students with auditory impairments; or
   (C) a student with suspected or documented deaf-blindness, the ARD committee shall include a teacher who is certified in the education of students with visual impairments and a teacher who is certified in the education of students with auditory impairments.
   (D) a student who is being considered for initial or continued placement in career and technology education – the career and technology director, career and technology coordinator, career and technology counselor, and/or the career and technology teacher who will instruct the student shall be included;
   (E) a student who has been identified as Limited English Proficiency (LEP) – a
professional representing the Language Proficiency Assessment Committee (LPAC) shall be included;

(F) any student who attends a parochial or other private school or facility or is home schooled – a representative of the parochial or other private school or facility or the student’s parent or other representative of the home school shall be invited. Other methods shall be used to ensure participation by the parochial or other private school or facility of the parent of the home-schooled student, including individual or conference telephone calls, if a representative cannot attend the meeting;

(G) any student who resides in a foster home - please refer to surrogate foster parent procedures in the special education handbook

(5) An ARD committee member, including a member described in subsection (c)(4) of this section, is not required to attend an ARD committee meeting if the conditions of either 34 CFR, §300.321(e)(1), regarding attendance, or 34 CFR, §300.321(e)(2), regarding excusal, have been met.

Note: KISD staff will only excuse required ARD committee members on a rare occasion where excusal requirements have been met. Excusing required ARD committee members will not be practiced on a regular basis.

- In the event campus personnel believe excusal may be necessary the appropriate Coordinator must be notified a minimum of two days prior to the ARD.
- Principals and assistant principals will serve as district representatives in all ARDs district-wide unless arrangements have been made for coverage prior to the ARD meeting.
- A teacher who is certified in both special education and general education may only serve in one role at a time. When the dually certified teacher is serving as the teacher of record for a general education class, the teacher may only provide general education instruction, which would include providing general education accommodations for special education students placed in the general education class. If a student’s IEP requires direct instruction by a special education teacher for all or part of the class, the dually certified teacher cannot simultaneously serve as both a special education teacher and as a general education teacher. Another special education teacher must provide the special education instruction to the student and this second teacher should be designated as the teacher of record for special education.

ARD Committee Meeting Parent Participation

KISD adheres to the following guidelines regarding parent participation in Admission, Review, and Dismissal (ARD) committee meetings.

A. Kerrville Independent School District (KISD) shall maintain documentation to indicate the extent of parental participation in the Individualized Education Program (IEP) development and parental agreement or disagreement with ARD committee action. Documentation shall be maintained in the form of copies of the Notice of ARD Committee Meeting form. Other methods, such as, telephone calls or personal contacts, used to inform the parent of meetings shall be recorded, in writing, on the Notice of ARD Committee Meeting form,
in the Special Education Referral/Eligibility Folder, and/or on the Record of Contacts form. Parental participation in person, through telephone contact, or by other methods during meetings and parental agreement or disagreement with ARD committee actions shall be documented within the deliberations in the ARD Committee Report form. All documentation shall be filed in the student’s green audit folder.

B. KISD procedures concerning parent permission for ARD committee meetings are as follows:

1. A meeting may be conducted without a parent in attendance if the parent has given written consent for the ARD/IEP Committee meeting to be held without them or if the campus is unable to convince the parent that the parent should attend. In this case, the campus shall have a record of its attempts to arrange a mutually agreed upon time and place, including, for instance:
   a. Detailed records of telephone calls made or attempted and the results of those calls, including verbal permission to hold the ARD received through a phone call
   b. Copies of correspondence sent to the parent and any responses received
   c. Detailed records of visits made to the parent’s home or place of employment and the results of those visits.

2. Document all attempts to contact parent on the campus copy of the Notice of ARD Committee Meeting form and the Record of Contacts form. KISD requires a minimum issuance of two written notifications of ARD Committee Meeting forms and one telephone call before considering conducting the ARD committee meeting without written permission from the parent. If the parent has responded with their request to attend and they do not show up to the ARD meeting, the assessment specialist must schedule a second ARD meeting with two written notices and one phone call. An email or text does not count as a written notice. If the appropriate notices were not provided the ARD meeting must be rescheduled.

3. KISD takes whatever action is necessary to ensure that the parent understands the proceedings at the ARD committee meeting, including arranging for an adequately trained interpreter for parents with deafness or whose native language is other than English. They will be able to adjust to different levels of language use, and familiar with educational terms, forms, procedures, techniques and tests.

Note: A copy of the annual ARD will be given to the parent upon completion of the ARD meeting unless parent specifies otherwise. If this occurs, a copy of the ARD will be sent home or mailed within 1 day of the ARD meeting.

ARD Expectations for Related Service and Speech Staff

Assessments:
• Please provide signed assessment to diagnostician at least 5 school days before the ARD
• Speech and Related staff must attend the ARD to review their report
ARDs
- Be sure and give your input in the present levels of performance section of the ARD
- Provide updated IEPs for inclusion/resource students and new IEPs for Inclusion/resource students to diagnosticians at least 5 school days in advance
- Provide FLU/BIP teachers input in evaluation of current IEPs and provide input for new IEPs so they can present those to diagnosticians at least 5 school days in advance
- Provide schedule of services recommendations in related service provider box in ESPED on the schedule page in ARD forms
- Provide any recommended accommodations to the case manager that may be needed due to physical or communication delays
- Must attend ARD to discuss dismissals as well

PRIOR to THE ARD
- Please remember to contact parents with any recommended changes prior to the ARD (this may already be happening)
- It is recommended to keep a parent/student contact log
- It is recommended to review student attendance records and report any concerns to the committee/parent if it is impacting services for the student

DISMISSAL ARD/IEP

Eligibility for special education services should be considered at least annually. A REED and/or an evaluation must be conducted prior to dismissal from any or all special education services. All components of a REED, if used, must be presented to the ARD committee for review.

ELIGIBILITY CRITERIA

To be eligible to receive special education services, a student must have been determined by an ARD/IEP Committee to have one or more of the disabilities listed below and exhibit a need for specially designed instruction requiring special education and related services.

- ORTHOPEDIC IMPAIRMENT (OI)
- OTHER HEALTH IMPAIRMENT (OHI)
- AUDITORY IMPAIRMENT (AI)
- VISUAL IMPAIRMENT (VI)
- DEAF-BLINDNESS (DB)
- INTELLECTUAL DISABILITY (ID)
- EMOTIONAL DISTURBANCE (ED)
- LEARNING DISABILITY (LD)
- SPEECH/LANGUAGE IMPAIRMENT (SI)
- AUTISM (AU)
- MULTIPLE DISABILITIES (MD)
- TRAUMATIC BRAIN INJURY
A student is eligible to receive special education services from their LEA under the following circumstances:

1. **Texas Administrative Code § 89.1050**: (b) For a child from birth through two years of age with visual and/or auditory impairments, an individualized family services plan (IFSP) meeting must be held in place of an ARD committee meeting in accordance with 34 CFR, §§300.320-300.324.

2. A child is not more than 21 years of age and has a visual or auditory impairment that prevents the student from being adequately or safely educated in public school without the provision of special services;

3. A child is at least three but not more than 21 years of age and has one or more of the disabilities listed that prevent the student from being adequately or safely educated in public school without the provision of special services.

**Please note:** Students who turn 22 prior to September 1 are no longer eligible for special education services.

### FUNCTIONAL BEHAVIOR ASSESSMENT PROCEDURES

**ARD Committee Completes REED requesting Functional Behavioral Assessment (FBA) Form:**

1. Notice/Consent for FBA (Esped) Diagnostician completes with parent
2. Parent FBA Form Diagnostician completes with parent
3. Teacher FBA Form Case Manager/Teacher completes
4. Student Interview FBA Form Case Manager/Teacher completes

**Completed Referral Packet**

- Completed Referral Packet turned in to Gayla Fair or Lisa Hopson (FLU only) @ Special Education Office.

**FBA Assessor Assigned**

- Gayla Fair or Lisa Hopson assigns a FBA assessor, timelines recorded and packet given to assigned assessor.

43 (updated 2-3-2015)
**Observation #1**

FBA assessor completes one 30 minute observation to gather data about targeted behaviors. At this time the FBA assessor gives the classroom teacher the FBA Data Collection Form and explains how to use it. In addition the FBA assessor will schedule observation #2 with the classroom teacher (this will be when data collection form will be picked up).

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**Observation # 2 (3-4 weeks after observation #1)**

FBA assessor completes a second 30 minute observation to gather data about targeted behaviors. At this time the FBA assessor collects the FBA Data Collection Form from the classroom teacher. Any additional needed data from the classroom teacher would be gathered at this time.

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**Data Review/Report Completed**

No more than one week after observation #2, a completed FBA will be in the e-sp ed system and a paper copy turned in to Gayla Fair or Lisa Hopson. They will notify the diagnostician that the FBA is complete.

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**Confirm ARD**

The diagnostician confirms that an ARD has been scheduled to review the FBA. The diagnostician confirms that the assigned FBA Assessor will attend.
ARD Held

FBA Assessor attends ARD and presents FBA report and reviews recommendations.

GRADUATION

In Kerrville ISD the ARD committee defines the student’s graduation program and approves substitution of a locally developed course if this is considered appropriate for the child. The student’s coursework must be accurately reflected on the Academic Achievement Record (AAR). Students receiving Special Education services may receive a regular high school diploma by meeting the graduation requirements listed in 20 U.S.C. §§ 1412, 1414; 34 C.F.R. Part 300. All students graduating under this section shall be provided with a Summary of Academic Achievement and Functional Performance. This summary shall consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting post-secondary goals.

IEP AMENDMENT PROCEDURES

An IEP Amendment can be completed in rare circumstances.

This will be allowed in the following incidence:
- Changes to state testing accommodations
- Changes to classroom accommodations

1. The case manager proposing the change will contact the parents to discuss the proposed change. If the parent agrees, the Proposed Change to the Annual ARD must be signed by the parent, teacher proposing change, and administrator.

2. Following receipt of the signed IEP Amendment, the assessment staff will complete the Proposed Change by doing the following:

- Ensure all signatures above have been obtained
- Ensure parents have received and agreed to the Notice of Proposal for
changed services.

- Attach and archive in eSped all revised pages, including the IEP amendment
- Provide case manager with a copy of the amended ARD paperwork
- File the amended ARD in the green audit folder
- Mail the final copy of amendment to the parent

3. The proposed changes will go into effect immediately upon receiving written agreement from the parent/adult student to implement the change. This agreement must consist of a signed IEP amendment and a signed five day notice of proposal of change services indicating the parent/adult student waives their five day right. If the parent/adult student does not agree to waive the five school days before starting services, then the IEP amendment cannot take effect until the five school days have passed. If the parent does not agree or does not return the signed Proposed Change to the Annual ARD then an ARD should be held to discuss issues of concern.

INTERPRETING SERVICES

School districts provide the parent with a written or audiotape copy of the child’s individualized education program translated into Spanish if it is the parent’s native language. If the parent’s native language is not Spanish, the district must make a good faith effort to provide the parent with a written or audiotape copy of the child’s individualized education program translated into the parent’s native language. The parent’s native language is the language documented on the Home Language Survey when the student enrolls in Pine Tree ISD. Sometimes parents would prefer that they receive information in English, rather than the language indicated on the Home Language Survey. If parents indicate to campus personnel that they would prefer information in English, document the parent’s request in the ARD deliberations.

NON-CERTIFIED STAFF

Non-certified staff may not sign off on an ARD as the special education teacher nor should they be the teacher of record for a special education student. The district is in violation of federal and state laws if non-certified teachers perform duties only certified teachers may perform. Teachers enrolled in an Alternative Certification Program and teachers who are hired with an emergency or temporary certification may attend ARDs and perform all duties required of a special education certified teacher.

OBJECTIVES PROCEDURES

Special education teachers consistently adhere to the procedures addressing goals and objectives in the ARD/IEP section of the Kerrville Independent School District Special Education Handbook.

1. Teachers are responsible for evaluating and recording progress electronically on the eSped
progress report document each 6 weeks.
2. Teachers indicate progress on each objective with appropriate mastery percentage.
3. Updated goals and objectives shall become a part of the annual ARD. These will be
   archived, printed, and placed in the ARD document.
4. If some or all of the objectives were not mastered and will be carried forward, a written explanation
   needs to be provided in the deliberations.
5. If some or all of the objectives were not mastered and will not be carried forward, a written explanation
   needs to be provided in the deliberations.
6. Teachers will develop Present Levels of Academic Achievement and Functional Performance
   (performance statements) by identifying the students’ strengths and areas of need. Identification of strengths
   and areas of need should be based on an analysis of data such as current classroom performance, data on
   each goal and objective, assessments, benchmark tests, etc. When analyzing data, attention should be focused
   on areas of deficiency and skills for the specific subject area.
7. The new proposed goals and objectives will be developed based on the strengths and areas of
   need identified in the student’s Present Level of Academic Achievement and Functional Performance.
8. The long term goal should reflect the student’s current level of instruction and include
   objectives that would demonstrate movement toward grade level instruction by the end of
   one ARD year.
9. The ARD/IEP committee may revise, rewrite or expand the goals and objectives, as it
   deems appropriate.
10. Teachers are encouraged to include parents in this process by conferencing with parents
    about concerns and areas of need prior to developing goals and objectives. A conference
    with a parent prior to the ARD/IEP meeting can provide parents time for questions that are
    more appropriately answered outside an ARD/IEP meeting.
11. Student goals and objectives guidelines are:
    - All students shall have at least one measurable annual goal.
    - Goals and objectives are developed and printed by accessing eSped.
    - Special education teacher shall formulate an appropriate measurable annual goal and
      objectives by using eSped as a guide and ensuring each goal and objective have a
      timeframe, behavior, mastery criteria, and a condition.
    - Special education case managers/teachers send all proposed goals and objectives home
      to parents/guardian with IEP cover letter a minimum of five days prior to the ARD
      meeting.
    - For students receiving related services and/or speech, teachers and therapists should
      collaborate on goals and objectives.
    - Behavioral goals and objectives may be necessary for some students. Students who
      exhibit consistent behavior problems should be considered for an FBA prior to a
      behavior intervention plan.
    - Indicate criteria, evaluation procedures, and person(s) responsible on each individual
      objective
    - If “observation” is to be used as an evaluation procedure the teacher must collect and
      maintain data to verify progress (progress monitoring system).
    - Goals and objectives should be written with the idea in mind that the student can
      achieve mastery by the next annual ARD.

PARENTAL RIGHTS REGARDING ADULT STUDENTS

47 (updated 2-3-2015)
**Student’s rights explained prior to age 18.** Beginning not later than one year before the child reaches the age of 18, the ARD committee must provide a statement that the child has been informed of the child’s rights under the Individuals with Disabilities Education Act, if any, that will transfer to the child on reaching the age of 18. Therefore, at the annual ARD in the school year prior to the student turning 17, the student will be informed that his/her rights will transfer to the student at age 18 and the communication of this transfer will be documented in the deliberations.

**Notification of Transfer of Parental Rights** – Unless the parent, other individual or agency has been granted guardianship of the student, the student’s case manager must give the Notification of Transfer of Parental Rights to the adult student and parent informing them of the transfer of parental rights at the annual ARD following the student’s 18th birthday. In addition to the Notification of Transfer of Parental Rights the campus should also provide the student with the Notice of Procedural Safeguards and obtain the signed Receipt for Notice of Procedural Safeguards. Once rights have transferred to the adult student, any notice that is required to be given to the adult student and parent does not create a right for the parent to consent to or participate in the proposal or refusal to which the notice relates. The adult student and/or KISD may invite the parent to the ARD.

**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)**

In all ARD meetings, Present Levels of Academic Achievement and Functional Performance must include a statement of how the disability affects the student’s involvement and progress in the general curriculum by identifying the students’ strengths and areas of need. Identification of strengths and areas of need should be based on an analysis of data such as current classroom performance, assessments, benchmark tests, etc. When analyzing data, attention should be focused on areas of deficiency and skills for the specific subject area. Test scores should not be listed.

The PLAAFP must be completed prior to writing the goals and objectives and must be updated for each annual ARD. There must be a direct relationship between the PLAAFP and the special education services provided. For example, if the statement describes a deficiency in a specific reading skill, this deficiency could be addressed under: (1) goals and objectives; and/or (2) supplementary aids and services.

The special education case manager/teacher is responsible for completing and updating the PLAAFP.

**PROMOTION/PLACEMENT BY ARD**

ARD Committees have the authority in decisions involving promotion of special education students as a part of the IEP process. However, before making any decision to promote a student, the ARD Committee should always remember that a decision to promote a student is a placement decision (See SSI Manual). A placement determination made by the ARD Committee is not the same as a social promotion. The committee should be able to articulate and document reasons why a placement/promotion is necessary to provide FAPE to the student. The committee
should ask itself whether there is an educational reason to deviate from the standards imposed on other students or is a proposed promotion really a “social” promotion. Additionally, the following factors must be carefully considered before any decision to promote can be made.

The Individuals with Disabilities Education Act requires ARD Committees to develop an IEP which provides services to students with disabilities in the Least Restrictive Environment appropriate to meet their needs. The LRE discussion must focus on access to the general education curriculum in the general education classroom. The ARD Committee must consider whether promotion by ARD to the next grade might result in a more restrictive environment being necessary to meet the needs of the student. It is important for the ARD committee to always consider the same opportunities available to a general education student who would be at risk of being retained, such as summer school, tutorials, and accelerated instruction.

REVIEW OF FAILURE

A. When a special education student has received failing grades in a given content area and/or fails to make progress in Social/Emotional-Behavioral and/or Study Skills for one six-weeks of a semester, the student’s progress in that area shall be reviewed. If the student fails to meet the expectations addressed in the IEP, the special education service provider is responsible for reviewing the IEP for appropriateness of placement, instructional levels, and materials and methods, including motivational techniques. The review shall include:
   1. A meeting between the special education case manager/teacher (including speech pathologist) and the teacher of the failed content area to consider the reasons for the student’s failure.
   2. Completion of the Failure Form with all pertinent documentation attached. Documentation can include a copy of the grades, attendance, lesson plans, record of accommodations and modifications used, student discipline record, etc.
   3. Parent should be contacted and record of parent contact added to the failure form.

B. If the student fails any two six weeks within a semester and/or fails the semester regardless of the procedures implemented, an ARD meeting shall be held.

C. If the parent, adult student or the school staff requests an ARD committee meeting to discuss failing grades, an ARD/IEP committee meeting will be scheduled. In the event the student refuses to attend school and/or complete assignments, despite repeated, documented attempts to motivate the student and modify the instructional program, the student may be given a grade below 70 by the teacher. The ARD committee should consider if a Functional Behavioral Assessment should be reviewed, revised or requested through an ARD at this time.

REVOCATION OF CONSENT FOR CONTINUED PROVISION OF SPECIAL EDUCATION AND RELATED

Effective December 31, 2008, a parent/adult student has the right to revoke their consent for their children/themselves to receive special education and related services. Parents/adult students must make this request in writing. The district may ask why a parent/adult student is choosing to revoke consent, but an explanation of their decision is not required. An ARD/IEP meeting is not
necessary for this process; however, the parent/adult student may choose to revoke their consent at an ARD meeting. A parent/adult student cannot choose to revoke only certain special education/related services. If revocation is requested, all special education/related services will cease. The child/adult student will no longer be provided the protections under IDEA and the student’s school records will not be amended to remove any reference of special education services provided to the student prior to the revocation.

Upon receipt of the written revocation of consent, the assessment staff must provide the Prior Written Notice for Parental/Adult Student Revocation of Consent for the Provision of Special Education and Related Services within 5 school days. This form contains information on the impact of revocation of consent for services and is to be given to parents/adult students in person. Each item explaining the impact of revocation of consent must be reviewed with the parent/adult student to ensure they have full understanding of their decision to revoke services.

School personnel should never recommend or suggest to a parent/adult student that they revoke consent for special education/related services. The decision to revoke consent should be strictly up to the parent/adult student.

**STUDENT SUCCESS INITIATIVE (SSI) and SPECIAL EDUCATION**

A student receiving special education services enrolled in grade 5 or grade 8 who is receiving instruction in the TEKS curriculum in mathematics and reading is subject to SSI grade advancement requirements. The student’s ARD committee shall determine appropriate assessment and accelerated instruction for each eligible student. Assessment decisions must be made on an individual basis and in accordance with administrative procedures established by TEA. These decisions must be documented in the student’s IEP.

If a student does not demonstrate satisfactory academic performance (meet the passing standard) on the first administration of the STAAR test, the school must document the accelerated instruction needed either through an ARD committee meeting, and the student participates in the second administration. If the student does not meet the passing standard for a second time, then the school must document additional accelerated instruction either through an ARD committee meeting. The ARD committee may determine at that time whether the student will be promoted or retained. A student who is promoted is not required to participate in the third administration of the test. If the student participates in the third administration and does not meet the passing standard, then the ARD committee will determine whether the student will be promoted or retained. These decisions do not have to be unanimous. If the ARD committee decides to promote the student, it will determine any requirements for accelerated instruction.

An ARD must be held and an accelerated plan of instruction put in place when any state assessment is failed.

**TEMPORARY PLACEMENT**
Transfers

For a student currently identified as special education who is new to the school district, the Assessment Specialist will complete the transfer meeting pages in eSped when eligibility is verified. Special education services that are provided prior to receipt of valid evaluation data from the previous school district or collection of new evaluation data are temporary and contingent upon either receipt of valid evaluation data from the previous school district or the collection of new evaluation data. If the student is from out of state, the assessment specialist must carefully review the FIE to ensure it is compliant with state requirements. If the assessment is incomplete or if it is not compliant, a complete new assessment is required prior to the 30 day ARD. In any event, an ARD committee meeting to finalize or develop an IEP based on the evaluation data must be held within 30 school days from the date the student is verified as being eligible for special education services. The student’s current and previous school districts are not required to obtain parental consent before requesting or sending the student’s special education records if the disclosure is conducted in accordance with federal regulations. In accordance with the Texas Education Code, the school district in which the student was previously enrolled shall furnish the new school district with a copy of the student’s records, including the child’s special education records, not later than the 10th calendar day after the student was enrolled in the new school district.

When a former student enrolls into KISD, and either did not attend another district or the prior district did not make changes to the student’s last IEP that was in effect when the student withdrew from KISD, a 30 day ARD must still be within timeline.

An ARD must be held if the student has a more recent IEP from another district, no matter how long the student was gone.

Steps to complete for In-State and Out-of-State Transfers:

- Assessment Specialist completes transfer packet, with all parent information
- Match services from previous district as closely as possible
- Review information when it is received
- Determine whether assessment is needed (if so a REED will be completed)
- Case Manager will schedule an ARD within 30 school days

TEXAS BEHAVIOR SUPPORT INITIATIVE

Senate Bill 1196, enacted by the 77th Texas Legislature mandates the following:

- No special education student may be placed in seclusion.
- Time Out may not be used by a general education or special education teacher for students with disabilities unless included in a student’s IEP and/or BIP and documented on Documentation for Use of Restrictive Time-Out Procedures.
- Restraint may only be used in an emergency and documentation on Incident Report completed in addition to written notification sent to parents within one school day and a good faith effort to notify the parent verbally on the day the incident occurs.
- Each campus must have a Core Team which must include an administrator, general and special educators trained with documentation of training submitted to TEA.
- In the event a person who has not been trained is called upon to use restraint
or time-out, they will be required to attend training within 30 school days.

Note:

- **Non-Violent Crisis Intervention (NVCI/CPI):** Core Team Members and self-contained staff must complete an 8-hour class initially. Once initially trained, a three-hour refresher course is required every year.

- **ALL** Special Education Self-Contained staff (teachers and paraprofessionals) and LSSPs must participate in all above noted training. Self-contained classes are PPCD, FLU & BIP.

**TRANSITION PLANNING**

The Transition Specialist or case manager meets yearly with parents of students currently identified as students with Autism or parents of students in a life skills classroom setting. The district Transition Designee is the liaison regarding transition services for all campuses. Transition services take place primarily at the secondary level; however, they may start as early as elementary school.

Prior to the date on which student turns age 14 (or before if requested) and annually thereafter, the student is invited to the Annual ARD along with the parent and the Transition Services Plan is developed and reviewed at the annual ARD meeting. Based on the student’s needs, taking into account the student’s strengths, interests and preferences, needed transition services are developed as a coordinated set of activities designed within a results-oriented process that is focused on improving the academic and functional achievement of the student to facilitate movement from school to post school activities, including post-secondary education, vocational training, integrated employment (including supported employment, continuing and adult education, adult services, independent living, or community participation). Services may include instruction, related services, community experiences, development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. For secondary students, the following guidelines should be followed:

- Transition specialists or case manager schedules to meet with every special education student prior to age 14 and up (younger if appropriate) to conduct a transition planning meeting prior to the student’s annual ARD meeting.
- Transition Specialist or case manager obtains parent input.
- Transition specialist or case manager meets with the student to complete a transition worksheet and transition assessments (to be placed in the eligibility folder) and a Transition Service Plan for the ARD committee’s review and consideration.
- The ARD committee reviews and discusses the Transition Plan submitted by the Transition Specialist or case manager.
USE OF CONFINEMENT, RESTRAINT, SECLUSION, AND TIME-OUT

The Kerrville Independent School District will follow the Texas Education Code (TEC) §37.0021 regarding confinement, restraint, seclusion, and time-out. It is the policy of the state to treat with dignity and respect all students, including students with disabilities who received special education services. The following are definitions according to the TEC:

A. Emergency means a situation in which a student’s behavior poses a threat of:
   1. imminent, serious physical harm to the student or other; or
   2. imminent, serious property destruction.

B. “Restraint” means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student’s body.

C. “Seclusion” means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:
   1. is designed solely to seclude a person; and
   2. contains less than 50 square feet of space.

D. “Time-out” means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:
   1. that is not locked; and
   2. from which the exit is not physically blocked by furniture, a closed door held shut from the outside or another inanimate object.

E. This section does not apply to:
   1. a peace officer while performing law enforcement duties;
   2. juvenile probation, detention or corrections personnel; or,
   3. an educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.

Restraint Techniques

Behavior management techniques, such as, redirection and positive reinforcement shall be used throughout KISD to change and control inappropriate student behavior. Student restraint procedures may be implemented in extreme situations. It is for these rare occurrences that the following procedures have been developed.
A. Physical

1. Physical restraint is the act of preventing a student from free and voluntary movement through the application of physically controlling techniques intended to restrict movement in order to prevent the student from inflicting self-harm, from harming other people, or from damaging property. In KISD, physical restraint is referred to as Crisis Prevention Intervention (CPI).

All staff members that are assigned to core teams and/or self-contained programs, all bus paraprofessionals, itinerant personnel, teachers of students with the use of non-violent crisis intervention in their Individualized Education Program (IEP), and others as deemed necessary, shall receive training in the use of Crisis Prevention Intervention each year.

2. Any district employee may, within the scope of their duties, use and apply physical restraint to a student when the employee can reasonably assume it is necessary in order to:

   a. protect a person, from physical harm, including the person using physical restraint;
   b. obtain possession of a weapon or other dangerous object;
   c. protect property from serious damage;
   d. remove a student from a specific location who is refusing a lawful command of a school employee/SRO, including from a classroom or other school property, in order to restore order or impose disciplinary measures;
   e. restrain an irrational student.

B. Use of Restraint

A school employee, volunteer, or independent contractor may use restraint only in an emergency.

1. Restraint shall be limited to the use of such reasonable force as is necessary to address the emergency.
2. Restraint shall be discontinued at the point at which the emergency no longer exists.
3. Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
4. Restraint shall not deprive the student of basic human necessities.

C. Mechanical Restraint

Specific procedures for implementation of student restraint requiring mechanical devices shall be the decision of the ARD/IEP committee and shall be included in the student's IEP prior to implementation of the student restraint application requiring mechanical devices. A mechanical device is defined as the use of a physical device to restrict a student’s movement or movement of part of his/her body. The ARD/IEP committee shall develop a specific behavioral objective, identifying the area in which and/or behavior for which the mechanical restraint devices shall be used, specifying procedures for
implementation of the mechanical devices and stipulating the date beyond which continued use of the mechanical restraint devices shall require the ARD committee to reconvene for additional review.

D. Documentation

The effects of the implementation of student restraint procedures, physical and mechanical, on the student should be documented on the Incident Report form and monitored carefully by the student's teacher or a KISD administrator who participate in the educational process of the student. Restraint shall be discontinued at the point at which the emergency no longer exists.

In a case in which restraint is used, school employees, volunteers, or independent contractors shall implement the following documentation requirements.

1. On the day restraint occurs, the campus administrator or designee must be notified verbally or in writing regarding the use of restraint.
2. On the day restraint occurs, a good faith effort shall be made to verbally notify the parent(s) regarding the use of restraint.
3. Written notification of the use of restraint must be placed in the mail or otherwise provided to the parent within one school day of the use of restraint.
4. Written documentation regarding the use of restraint must be placed in the student’s special education eligibility folder in a timely manner so the information is available to the ARD committee when it considers the impact of the student’s behavior on the student’s learning and/or the creation or revision of a Behavioral Intervention Plan (BIP).
5. Written notification to the parent(s) and documentation to the student’s special education eligibility folder shall include the following:
   (a) name of the student;
   (b) name of the staff member administering the restraint;
   (c) date of the restraint and the time the restraint began and ended;
   (d) location of the restraint;
   (e) nature of the restraint;
   (f) a description of the activity in which the student was engaged immediately preceding the use of restraint;
   (g) the behavior that prompted the restraint;
   (h) the efforts made to de-escalate the situation and alternatives to retrain that were attempted;
   (i) information documenting parent contact and notification

**Time Out**
Removal from the student’s normal school day’s schedule for the purpose of Restrictive Time-Out **shall** be included in the 10-day rule total and must be documented.

**Seclusion**
A student with disabilities in Kerrville Independent School District will not be placed in seclusion or confined in a locked box, locked closet, or any other specially designed locked space.
VERIFICATION OF RECEIPT

Prior to the first day of school and following each ARD meeting, case managers must ensure that all teachers that will be serving the student have received Verification of Receipt/Teacher Survey with copies of appropriate paperwork including modifications and/or accommodations along with successful teaching strategies and any behavior plans included. Case managers must collect all Verification of Receipt forms.

SECTION III – RECORDKEEPING

General Guidelines

There will be some natural variability to how an Assessment Specialist/Speech Therapist organizes his/her calendar. The following information should be used to assist assessment staff in arranging their caseload so that they meet their timelines. Compliance is the key.

Suggested Steps to Follow for Organization of the Academic Year:

1. Print out a list of your caseload by grade level in eSped.
2. Print out the eSped report, “Annual Review Due by Month”
3. Print out eSped report, “FIE Listed by Month”
4. Organize lists of students who receive supports and services.
   
   a. OT
   b. PT
   c. AT
   d. AI/VI -representative required at every ARD
   e. Speech
   f. Counseling
   g. Dyslexia
   h. LEP -LPAC representative required at every ARD
   i. CTE -representative required at every HS annual ARD and 8th grade ARDs if discussing CTE classes
5. Compile list of students who will need a REED this school year
   a. Students whose FIE will be due within one year will need to have a REED
      completed at their annual review. The ARD will determine which assessments
      are needed, if any, to continue eligibility.

6. You will complete the transfer meeting pages in eSped.
   a. The ARD must be completed within 30 school days.
   b. Insure the last annual review and FIE from the prior district has been received.
      Document the date received.
   c. If the student is from out of state, you must insure that it is compliant with the
      Texas state requirements. If it is not, you must complete new assessment within
      the 30-day period before the ARD.

Homeschool/Private School Students

The same procedures are followed as for any special education student except that the student
attends homeschool/private school. The assessment specialist is required to keep track of annual
review dates and FIE dates. A teacher from the homeschool/private school must be invited to the
ARD meetings (though not required to attend). Also, related services personnel must be invited if
the student receives these services. Services that can be provided if student meets eligibility
criteria include speech, occupational therapy and physical therapy.
After the initial evaluation, it is only required that the student be reevaluated in the area in which
they receive services. However, parents continue to have the right to request additional testing.

Medicaid Procedures

To be completed at a later date

Medicaid

To be completed at a later date

PEIMS Form

After the completion of every ARD meeting, the assessment specialist must print the PEIMS
form from eSped. All information listed must be accurate and the form must be complete. This
form must be turned in at the end of each week of the ARD to Gayla Fair.

The document requires such information as type of ARD meeting conducted, FIE date, student
general information, handicapping condition, instructional arrangement, speech/related services
information, withdrawal information (if applicable), special transportation information, and name
of assessment specialist.