



# **Special Education**

**PORT NECHES-GROVES ISD**

**OPERATING GUIDELINES  
2013-14**

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## Response to Intervention (RtI) Flowchart

	FOCUS	PROGRAM	GROUPING	ASSESSMENT	INDIVIDUALS RESPONSIBLE
<b>TIER I</b>	All students	Quality research-based instructional strategies	General education classroom	◆ Universal Screener	General education teacher

Administer universal screener/collect baseline data



Determine students who have performed significantly below grade peers and continue TIER I  
 Determine specific deficit (e.g. attendance, behavioral, academic), review data with grade level/support staff, and develop a schedule for intervention and progress monitoring  
*Support staff: classroom teachers, paraprofessionals, volunteers, tutors, counselors, LSP, LSSP, ESL*

← Minimum 4 to 6 weeks →



SAT MEETING - Review progress monitoring data with grade/support staff



Significant progress not demonstrated  
 Go to TIER II  
 Request Yellow Folder

Significant progress demonstrated  
 Continue TIER I



	FOCUS	PROGRAM	GROUPING	ASSESSMENT	INDIVIDUALS RESPONSIBLE
<b>TIER II</b>	Students with substantial difficulties who have not responded to TIER I	Quality research-based instructional strategies/programs that supplement TIER I interventions at 30 minutes per day, three sessions per week	Homogeneous small group instruction ≤1:5	Progress Monitoring Bi-weekly	Personnel determined by campus RtI team (teacher/specialist) General education teacher continues TIER I

← Minimum 6 weeks (18) sessions →



SAT MEETING - Review progress monitoring data with grade/support staff



Progress is minimal and/or data points below expected level:  
 Do campus level screening for Dyslexia and Irlens, refer to 504  
 Go to Tier III  
 Schedule "Folder Review" with Special Education Department for evaluation and recommendation for referral

Progress demonstrated at a steady pace  
 Continue TIER II



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	FOCUS	PROGRAM	GROUPING	ASSESSMENT	INDIVIDUALS RESPONSIBLE
<b>TIER III</b>	Students with distinct difficulties who have not responded to TIER II or TIER III	Quality research-based instructional strategies/programs (more explicit and/or intensive than TIER II) at 2 25 minute sessions per day or one 50 minute session 5 days a week	Homogeneous small group instruction ≤1:3	Progress Monitoring Weekly	Personnel determined by campus RtI team (teacher/specialist) General education teacher Continues TIER I
← Minimum 4 weeks (60/25 minute or 30/50 minute) sessions →					

↓

If referral is recommended, complete referral packet, explain and give parent Notice of Procedural Safeguards, have parent sign consent, and send to the Special Education Department as soon as possible to insure compliance to assessment in 45 school days and the ARD held within 30 calendar days from completion of FIE.

↓

Progress demonstrated at a steady pace  
Continue **TIER I or TIER II**

↙

Qualify for  
Special Education  
Services

↘

Does not qualify  
(DNQ) or "not  
accepted by  
committee,"  
return to TIER II

↓

ARD  
Committee  
meets &  
determines  
appropriate  
services

## OPERATING GUIDELINES

**Subject:** Special Education Timelines

**Legal Reference:** §300.301

**Purpose:** To ensure that timelines for all special education procedures are followed and in compliance.

**Action:** The following timelines will be followed by the special education department and PN-GISD.

STEPS	PERSON(S) RESPONSIBLE
1. After the child has been through the Response to Intervention (RtI) process and it has been determined by the RtI committee that a referral for special education is warranted (exceptions include obvious physical limitations) completed RtI yellow folder is sent to the Special Education Department for approval.	General education personnel, counselor, parent of student, and RtI Team
2. Complete referral for special education evaluations, explain the Notice of Procedural Safeguards, The Guide to the ARD Process, and Notice and Consent for Evaluation to parents and obtain signatures. (5 school days before evaluation, less time with signed waiver.	General education personnel
3. a. Complete Full Individual Evaluations (FIE) within 45 school days of receipt of written, signed consent. b. Update referral log sheet	a. Diagnostician b. Special Education Secretary
4. Provide parents written notice 5 school days before initial ARD meeting (less time with signed waiver)	Diagnostician
5. Hold initial ARD Committee Meeting within 30 calendar days of completed FIE. Hold ARD Committee on or before the first day of school for FIEs completed at the end of the school year.	Diagnostician
6. Initiate services when parent signs Consent for Initial Placement.	Diagnostician, parent, and ARD committee
7. Hold Annual ARD review on or before the anniversary date of the initial/prior year ARD.	Diagnostician

<p>8. Complete Three-Year Evaluation on or before the three-year evaluation date. Complete Notice and Consent for Evaluation and provide Notice of Procedural Safeguards and The Guide to ARD Process.</p>	<p>Diagnostician</p>
<p>9. Address Transition Services at annual ARD meeting for students beginning on or before 14 unless requested by ARD Committee.</p>	<p>Diagnostician</p>
<p>10. Hold an ARD meeting for Dismissal/Graduation for student who no longer meets age eligibility.</p>	<p>Diagnostician</p>
<p>11. Track student timeline through weekly reports provided by Special Ed Manager and referral log sheet. See Operating Guidelines for FIE.</p>	<p>Diagnostician Director of Special Education</p>
<p>12. a. Transfer student: campus completes transfer packet and sends to the special education office. (special education records should be requested from sending school) b. Student is entered on transfer log and the transfer folder with PEIMS sheet is given to diagnostician for completion. c. The 30 day ARD is set and parents and committee members are notified. d. Director of Special Education verifies transfer log sheets monthly.</p>	<p>a. Campus personnel b. Special Education Secretary c. Diagnostician d. Director of Special Education</p>

## OPERATING GUIDELINES

**Subject:**                   **Procedural Safeguards**

**Legal Reference:**       § 300.623

**Purpose:**                   To ensure the confidentiality of all Special Education Students

**Action:**                   The following guidelines will be followed in regards to Confidentiality

STEPS	PERSON(S) RESPONSIBLE
1. All correspondence regarding specific student information must be label confidential and must be sealed.	All Special Education personnel
2. All special education records, including related service records, requested must be disseminated from the Special Education Department.	All Special Education personnel

## OPERATING GUIDELINES

Subject: **Parent Notice/Participation**

Legal Reference: §300.322

Purpose: To ensure parents are given the opportunity to fully participate in annual ARD meeting.

Action: The following guidelines will be followed in regards to parental notice to all ARDs/Annual Review ARDs. Attempts will be recorded on ARD notice copy.

STEPS	PERSON(S) RESPONSIBLE
1. Send 1 <sup>st</sup> ARD notice 4 weeks before scheduled ARD.	Diagnostician
2. Send 2nd ARD notice 3 weeks before scheduled ARD.	Diagnostician
3 Telephone parent 2 weeks before scheduled ARD if parent has not contacted special education department regarding attendance.	Diagnostician
4 If no response to phone call send ARD notice certified mail to the parent	Diagnostician
5 Reschedule ARD to date within timeline if parent wants to reschedule ARD.	Diagnostician
6 Agree on new ARD date if ARD is rescheduled from original date.	Diagnostician and Parent
7 Phone parent if parent is not in attendance at ARD meeting and has indicated they would attend.	Diagnostician
8 Offer other methods to ensure participation, such as telephone conferences.	Diagnostician



## OPERATING GUIDELINES

**Subject: Full Individual Evaluation – Initial**

**Legal Reference: §300.301**

**Purpose: To ensure that student’s initial evaluation is completed in a timely manner.**

**Action: The following guidelines will be followed when completing an initial FIE.**

STEPS	PERSON(S) RESPONSIBLE
1. After the child has been through the Response to Intervention (RtI) process and it has been determined by the RtI committee that a referral for special education is warranted (exceptions include obvious physical limitations) completed RtI yellow folder is sent to the Special Education Department for approval.	General education personnel, counselor, parent of student, and RtI Team
2. Complete referral for special education evaluations, explain the Notice of Procedural Safeguards, The Guide to the ARD Process, and Notice and Consent for Evaluation to parents and obtain signatures. (5 school days before evaluation, less time with signed waiver.	General education personnel
3. Complete Full Individual Evaluations (FIE) within 45 school days of receipt of written, signed consent.	Diagnostician
4. Provide parents written notice 5 school days before initial ARD meeting (less time with signed waiver)	Diagnostician
5. Hold initial ARD Committee Meeting within 30 calendar days of completed FIE. Hold ARD Committee on or before the first day of school for FIEs completed at the end of the school year.	Diagnostician
6. Initiate services when parent signs Consent for Initial Placement.	Diagnostician, parent, and ARD committee
7. Hold Annual ARD review on or before the anniversary date of the initial/prior year ARD.	Diagnostician

## OPERATING GUIDELINES

**Subject: Full Individual Evaluation – Re-evaluation**

**Legal Reference:** §300.303 – 300.305

**Purpose:** To ensure that student’s full individual evaluation is completed every three years on or before the anniversary date of the previous FIE.

**Action:** The following guidelines will be followed when completing a re-evaluation FIE.

STEPS	PERSON(S) RESPONSIBLE
1. Generate FIE re-evaluation report quarterly, identify students who are due for re-evaluation, and notify related services of the need of re-evaluation.	Diagnostician
2. Give re-evaluation packet to appropriate campus personnel.	Diagnostician
3. Schedule ARD 4 weeks prior to re-evaluation and meet in order to Review Existing Educational Data (REED) as required by §300.305(a)	Diagnostician and ARD Committee
4. Give notice of re-evaluation to parent or adult student within 5 school days of the initiation of re-evaluation.	Diagnostician
5. Schedule re-evaluation, test student according to the requirements of §300.305 and complete written report within prior to anniversary date.	Diagnostician
6. Schedule ARD and notify all evaluation personnel. Conduct ARD on or before the anniversary date of the initial/prior year ARD.	Diagnostician, parent, and ARD committee
7. Diagnostician will run re-evaluation reports in August from Special Ed Manager. Report will be updated quarterly. Transfer students are added to this list as needed.	Diagnostician

## OPERATING GUIDELINES

**Subject:** ARD Committee Membership

**Legal Reference:** § 300.321

**Purpose:** To ensure that each campus in Port Neches-Groves ISD convenes an admission, review, and dismissal (ARD) committee for each eligible student with a disability and for each student for whom a full and individual initial evaluation is conducted and that every ARD Committee includes all required and appropriate members.

**Action:** An ARD committee will meet to determine student’s Individual Education Program. Membership includes but is not limited to the following personnel: Parents of a child with a disability, one general education teacher, one special education teacher, and/or provider of services, one campus administrator, one diagnostician and other individuals who have knowledge regarding the child: related services, transition services, AI & VI teachers, LPAC & CTE representatives.

STEPS	PERSON(S) RESPONSIBLE
<p>1. Ensure that all required members of the Admission, Review, and Dismissal (ARD) Committee participate in each ARD meeting for a student:</p> <ul style="list-style-type: none"> <li>• <b>Parent</b> – Parents must attend all initial ARDs. At least three attempts are made to contact parents regarding initial and all subsequent ARD meetings. Attempts are documented on Notice. <ul style="list-style-type: none"> <li>➤ Parents may waive in writing or verbalize their desire not to attend. This must be documented in the deliberations and on the Notice.</li> <li>➤ The parent of an adult student must be given Notice of ARD and may be invited.</li> </ul> </li> <li>• <b>Administrator</b> – An administrator <b>must</b> attend the ARD Committee meeting. This <b>may not be waived</b> by anyone. <ul style="list-style-type: none"> <li>➤ The administrator chairs the ARD meeting and is responsible for conducting the meeting using an agenda if appropriate.</li> <li>➤ The administrator is defined as principal, assistant principal or principal designee who meet the following criteria:</li> </ul> </li> </ul>	<p>Campus Administrator Campus/District Evaluation Personnel (Diagnostician/Speech Therapist)</p>

- Provide or supervise specially designed instruction.
- Knowledgeable of general education, and
- Can commit funds
- Campus Testing Coordinator

- **General Education Teacher** – This **must** be a teacher of the student.
  - Parent and principal **must agree in writing** to excuse the general education teacher from attending all or part of the ARD meeting when the person's attendance is not necessary because the person's area of the curriculum is not being modified or discussed.
  - Parent and principal **must agree in writing** to excuse the general education teacher from attending all or part of the ARD meeting when the teacher's area of the curriculum will be discussed **if the teacher provides input in writing** to evaluation personnel before the ARD meeting.
- **Special Education Teacher/Provider** – At least one special education teacher/provider must be in attendance. A VI teacher must be in attendance for all VI or deaf-blind students. An AI teacher must be in attendance for all AI or deaf-blind students. The special education provider can be a LSP if that is the only service the student receives.
- **Evaluation Personnel** – The evaluation personnel (diagnostician/speech therapist) are responsible for ensuring that each student's IEP on her caseload is reviewed at least annually.
  - The evaluation personnel (diagnostician/speech therapist) are responsible for completing all ARD paperwork. The diagnostician or designee is responsible for taking minutes on the deliberation page.
  - The diagnostician/speech therapist maintain appropriate documentation of attempts to notify all required members of required members of date, time, place, and purpose of every ARD meeting.
  - Custodial or Personnel/issues need to

<p>be discussed with the diagnostician and/or the Director of Special Education prior to sending Notices of an ARD meeting.</p> <ul style="list-style-type: none"> <li>● <b>Other required members based on student need:</b> <ul style="list-style-type: none"> <li>➤ LPAC representative required for Limited English Proficient Students.</li> <li>➤ Related Service personnel as appropriate (ex.: OT, PT, other</li> <li>➤ Career and Technology Education Representative required if considering or continuing placement in CTE.</li> <li>➤ Medical personnel</li> <li>➤ Public Agency Representative – Agencies that are likely to provide or pay for transition services must be invited with written consent from parent or adult student. Consent will be obtained on Consent to Release Confidential Information form.</li> </ul> </li> <li>● <b>Student</b> – must be invited when considering post-secondary goals and transition services are being considered. ARD prior to 9<sup>th</sup> grade and no later than their 16<sup>th</sup> birthday. <ul style="list-style-type: none"> <li>➤ Should be invited when deemed appropriate.</li> <li>➤ Must be invited if they are legally an adult.</li> </ul> </li> </ul>	
<p>2. Ensure all required members participate fully in ARD meetings and participation is documented on the signature page of each IEP.</p>	<p>Campus Administrator Campus/District Evaluation Personnel (Diagnostician/Speech Therapist)</p>
<p>3. Conduct ARD meetings under the following guidelines:</p> <ul style="list-style-type: none"> <li>● ARD meeting representatives are responsible for coming to the meeting prepared to discuss the student's progress, present levels of academic achievement and functional performance, and needs so that they can participate fully in the meeting.</li> <li>● Parents are encouraged to participate fully in the ARD meeting.</li> </ul>	<p>Campus Administrator Campus/District Evaluation Personnel (Diagnostician/Speech Therapist)</p>

## OPERATING GUIDELINES

**Subject:**                    **Least Restrictive Environment**

**Legal Reference:**        § 89.63 (c) (1)

**Purpose:**                    To ensure that student’s instructional arrangements/settings shall be based on the individual needs and IEPs of eligible students receiving special education services in the general education classroom as determined by the ARD Committee.

**Action:**                    The following guidelines will be followed determining appropriate special education services for students placed in the general education classroom as determined by the ARD Committee.

STEPS	PERSON(S) RESPONSIBLE
1. Develop student’s IEP to meet the unique needs of the student, including related services needs: <ol style="list-style-type: none"> <li>a. Make decisions regarding the appropriate related services for the student based upon review of student’s present levels of academic and functional performance, and the student’s goals/objectives.</li> <li>b. Base decisions about appropriate related services and time on student need, taking into account:               <ul style="list-style-type: none"> <li>• Frequency, intensity, and duration of needed services.</li> <li>• Location of needed services</li> <li>• Other factors related to student’s individual needs.</li> </ul> </li> </ol>	ARD committee
2. Make decisions about where the student’s needs can most appropriately be met, specifying instructional arrangement according to § 89.63. Instructional Arrangements and Settings.	ARD committee
3. Provide instructional services, modifications, accommodations, technical support, special materials/equipment, consultation, monitoring student’s progress in general education classes.	ARD Committee
4. Document services on student login sheet being provided to students in the	Para professional, special education teacher, general education teacher

general education setting.	
5. Submit documentation of services at the end of each 6 weeks to the Director of Special Education.	Para professional, special education teacher, general education teacher
6. Monitor documentation for provisions of services to students in the general education classroom.	Director of Special Education

## OPERATING GUIDELINES

**Subject:** Alignment of Present Levels of Academic Achievement and Functional Performance/Goals and Objectives/and State Assessments

**Legal Reference:** §300.320(a)(1),(2)

**Purpose:** To ensure that student’s IEPs are aligned.

**Action:** The following guidelines will be followed when addressing the alignment of each student’s present levels of academic achievement and functional performance, goals and objectives, and state assessments.

STEPS	PERSON(S) RESPONSIBLE
1. Review student’s present levels of academic achievement and functional performance.	ARD committee
2. Develop student’s goals/objectives based upon the student’s present levels of academic achievement and functional performance.	ARD committee
3. Make decisions regarding the appropriate state assessment for each student based upon review of the student’s present levels of academic achievement and functional performance, the student’s goals/objectives, and the student’s past performance on state assessment measures. a. Ensure that goals/objectives are designed to confer benefit and progress from one year to the next.	ARD Committee
4. Review IEP Report Card at the end of each 6 weeks to monitor provision of services that are aligned to present levels of academic, instruction and functional performance, instructional level, and assessment level; provide feedback to the diagnostician when discrepancies are found.	Teachers, Co-teachers, Case managers, Resource teachers



## OPERATING GUIDELINES

**Subject:** Summary of Performance

**Legal Reference:** §300.305(e)(2)

**Purpose:** To ensure a child whose eligibility terminates due to Graduation from high school receives a summary of performance before graduation.

**Action:** Provide student with a summary of performance

STEPS	PERSON(S) RESPONSIBLE
<p>1. Complete/create a summary of performance for each student whose eligibility terminates due to graduation. Complete summary during the last semester prior to graduation and include:</p> <ul style="list-style-type: none"> <li>a. Summary of student's academic achievement.</li> <li>b. Summary of student's functional performance</li> <li>c. Recommendations on how to assist the student in meeting his/her postsecondary goals.</li> </ul>	<p>Diagnostician</p>
<p>2. Meet with student at annual ARD prior to eligibility termination to explain and discuss summary of performance report for clear student understanding. Give student a copy of Summary of Performance at annual ARD.</p>	<p>Diagnostician</p>
<p>3. Maintain documentation of the summary of performance in annual ARD.</p>	<p>Diagnostician</p>

## OPERATING GUIDELINES

**Subject:**        **Autism Supplement**

**Legal Reference:** §89.1055(e); §300.324(b)

**Purpose:**        To ensure the unique needs mentioned in the autism supplement for students with autism are addressed in the student's goals/objectives.

**Action:**        The following guidelines will be followed when addressing the unique needs of students with autism.

STEPS	PERSON(S) RESPONSIBLE
1. Complete teacher questionnaire for Students of Autism.	Staff member providing services/instruction.
2. Complete an autism supplement for all students identified with autism.	Diagnostician
3. Verify the needs identified in the autism supplement are addressed in student's goals and objectives.	ARD Committee

## OPERATING GUIDELINES

**Subject: Patterns of Service: Related Services and Speech**

**Legal Reference: §300.320 (a) (7)**

**Purpose: To ensure that student's services are individualized.**

**Action: The following guidelines will be followed when determining appropriate related services and speech therapy to ensure that all speech therapy services and related services are based on student need.**

STEPS	PERSON(S) RESPONSIBLE
1. Review student's present levels of academic achievement and functional performance.	ARD committee
2. Develop student's goals based upon the student's present levels of academic achievement and functional performance.	ARD committee
3. Develop student's objectives that will enable the student to reach annual goals.	ARD Committee
4. Make decisions regarding the appropriate related services for the student based upon review of the student's present levels of academic achievement and functional performance. Appropriate related services and time will be based on student need, taking into account: <ul style="list-style-type: none"> <li>a. Frequency, intensity, and duration of needed services.</li> <li>b. Location of needed services.</li> <li>c. Other factors related to student's individual needs.</li> </ul>	ARD Committee
5. Document related services and speech therapy services in student's IEP, including appropriate supplements and other supporting documents.	ARD Committee

## OPERATING GUIDELINES

**Subject:** PEIMS Sheet/Program History

**Purpose:** To ensure that student's instructional arrangements/settings and demographics be entered into the student information program, Skyward, and has been based on the individual needs and IEPs of eligible students receiving special education services as determined by the ARD Committee.

**Action:** The following guidelines will be followed when entering/updating program history into the student information program Skyward.

STEPS	PERSON(S) RESPONSIBLE
1. PEIMS sheet will be placed in student folder prior to ARD Committee Meeting.	Special Education Secretary
2. PEIMS sheet will be completed prior to the conclusion of the ARD Committee meeting.	Diagnostician/SLP
3. Completed PEIMS sheet will be returned to the Special Education Secretary upon conclusion of ARD	Diagnostician/SLP
4. PEIMS information will be entered into Skyward as received.	Special Education Secretary
5. Program history will be conducted yearly to verify Skyward student information is current and matches ARD information.	Special Education Secretary

## OPERATING GUIDELINES

**Subject:** Homebound Services for Special Education Students

**Legal Reference:** §89.63(a),(c)(2); §300.39(b)(3)

**Purpose:** To ensure that special education student's individual needs are met when being served at home or hospital bedside.

**Action:** The following guidelines will be followed when addressing the unique needs of special education students who are served at home or hospital bedside.

STEPS	PERSON(S) RESPONSIBLE
1. Obtain appropriate documentation from physician	Parent/Doctor/ Diagnostician
2. Review documentation	Diagnostician
3. Obtain Consent for Release of Information from parent/student if appropriate.	Diagnostician
4. Schedule ARD.	Diagnostician
5. Conduct ARD meeting. a. Ensure that student meets eligibility for special education services and related services as determined by the ARD committee. The student is expected to be confined at home or hospital bedside for a minimum of 4 weeks for medical reasons only. The student's medical condition is documented by a physician licensed to practice in the USA. <b>AND</b> a. Discuss individual student's needs and the time to be provided at home or hospital bedside to meet the individual student's needs. <b>AND</b> b. Develop homebound services page and transition plan (if applicable) for students served on homebound for four consecutive weeks <b>OR</b> c. Develop homebound services page and school-based services page for students served on homebound at various times during the school year, totaling four weeks.	Diagnostician ARD Committee
6. Communicate services needed to special education homebound teacher	Diagnostician

## OPERATING GUIDELINES

- Subject:** Long Term Placement in Disciplinary Setting
- Legal Reference:** § 300.530
- Purpose:** To ensure proper procedures are followed when determining long term disciplinary placements.
- Action:** The following guidelines will be followed when changing the placement of a student to the District Alternative Campus.

STEPS	PERSON RESPONSIBLE
1. 1. During ARD, conduct Manifestation Determination Review (MDR) If the conduct is not a manifestation of his disability, long term placement can be considered appropriate. If the misconduct involves drugs, weapons or serious bodily injury the offense could lead to removal even if related to the student's disability.	ARD Committee and Campus Principal or Designee.
2. Review Behavior Improvement Plan and modify as needed to address the behavior in question. a. If student does not have a BIP, request a Functional Behavior Assessment. b. Set time and date to reconvene to review FBA and write BIP.	ARD Committee Diagnostician
3. Hold ARD.	ARD Committee
4. Document services rendered for students served.	Director of DAEP, Director of Special Education, Special Education teachers, counselors, OT, PT, speech, etc..
5. a. Notify Diagnostician that student is returning to campus to schedule ARD. b. Schedule ARD.	a Director of DAEP b Diagnostician
6. Hold ARD to address transition of student back to campus.	ARD Committee