



South San Antonio ISD Special Education Department



Inclusion Policies & Procedures 2020-2021

**South San Antonio ISD
Special Education Department**

“Together We Touch Lives Forever”

A department committed to a high level of support and extensive training to assist all students, educators, and parents in providing a Free and Appropriate Public Education to all students with disabilities. Our students will be educated with their non-disabled peers to the maximum extent appropriate.

Revised 7/31/2021

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Non Negotiable for Inclusion Teachers

- Collaborate to create an enriched and engaging classroom to meet the cognitive and physical needs of each student.
- Assess each student a minimum of 3 times a year.
- Ensure each teacher has your students most current and updated IEP and supplements, with documentation of receipt.
- A teacher will only be allowed one conference period per day. You will service students 5 days a week. This is a directive from the Superintendent.
- IEP Progress Reports and Student Inclusion Support Service Records (SISSR's) will be due on the due date set by facilitators, every 9 weeks grading period.
- Your daily inclusion schedule must be submitted for final approval to the Special Education Facilitator by September 18, 2020. Your schedule must be updated in Google Drive when there is a change.
- PLC meetings with Special Education Facilitator is required.
- No South San ISD staff is authorized to fix, repair or modify any student's equipment that has been damaged or working ineffectively.
- All Special Education students ***will be included*** with their general education grade level peers in all school activities and for school field trips.
- Class list must be updated in Google Drive. All changes and updates to students must be documented. Notify facilitator of class list changes.
- Student folders must be maintained throughout the school year, using folder checklist.
- ***Do not sit idly by if you are a witness to teachers or other staff utilizing inappropriate strategies to discipline or restrain students but are to immediately report it to a supervisor, the principal or the campus intervention team.***

Special Education

Preparing for the First Week of School 2020-2021

- _____ 1. Verify and update enrollment of all students on your class list.
- _____ 2. Make individual folders or update each student folder with required data. (See attached Campus Folder Checklist)-work on during Distance Learning
- _____ 3. Provide copies of Modifications/Accommodations, IEP Goals, BIP, AU Supplement and State Assessment pages for general education teachers and get a Docu Sign Verification of Receipt of Instructional Modifications. (See Attached Form)
- _____ 4. Baseline testing using any informal assessment tool (Unique Learning, Functional Assessment-Life Skills, F&P-Elementary, General Education Program-Secondary). This needs to be completed by October 30, 2020. All results need to be maintained in student folders.
- _____ 5. PEIMS change forms and transfer ARD paperwork is due to Campus Facilitator **every Friday**.
- _____ 6. Communicate (virtually or by phone) with your Data Clerk every day for the first 2 weeks and then weekly to monitor special education enrollment.
- _____ 7. Hold and/or schedule Transfer ARD's (Virtually) for all new special education students.
- _____ 8. Know where all your students are and until a master schedule is complete, follow IEP Schedule of Services.
- _____ 9. Make contact with the parents on your caseload.

Printed Name

Campus

Signature

Date

Turn in to Special Education Facilitator by September 18, 2020

435 Child Restraint

Collection Form

South San Antonio ISD
Use of Restraint:
Internal Tracking Form

***Send to Mary Villanueva– Special Education Dept. via email – mvillanu@southsanisd.net**

Student Name: _____ Restraint Date: _____ Reporting Period: _____

Time Restraint Began: _____ Time Restraint Ended: _____

*Student Social Security /ID #: _____ *Campus of Enrollment: _____ Restraint Instance: _____

Instructional Setting: _____ Disability***: _____ *Campus of Restraint: _____

(** As of Date of Restraint)

(*Personnel called upon to use restraint who have not received prior training must receive training within 30 school days.)

Name of Staff Members Administering Restraint:

Date of Restraint Training:*

Restraint Reason Code (C173) (Circle Appropriate Code)

Code	TRANSLATION
01	Imminent Serious Physical Harm to Themselves
02	Imminent Serious Physical Harm to Others
03	Imminent Serious Physical Harm to Themselves and Others
04	Imminent Serious Property Destruction
05	Imminent Serious Physical Harm to Themselves and Imminent Serious Property Destruction
06	Imminent Serious Physical Harm to Others and Imminent Serious Property Destruction
07	Imminent Serious Physical Harm to Themselves and Others and Imminent Serious Property Destruction

Administrator Notification

(must occur the same day that the restraint occurred)

Type of Notification

Verbal

Written

Date of notification: _____ Time: _____ Name of Administrator Notified: _____

Parent Notification

(good faith effort must be made to verbally notify parent the same day as the restraint occurred, written notification must be placed in mail or otherwise provided to parent within one day of the use of restraint)

Type of Notification

Telephone-Date: _____ In-person-Date: _____ Written-Date: _____

Summary of Restraint Use:

Name of Person Notifying Parent of Use of Restraint: _____

South San Antonio Independent School District

Special Education
5622 Ray Ellison Blvd.
San Antonio, TX 78211
(210) 977-7250
Fax: (210) 977-7254

Written Summary of Restraint Use

Student Name ID# Medicaid # Campus Date of Birth

Date: _____

Dear _____

Your child was involved in an emergency situation on _____ that resulted in the use of physical restraint. Attached is a summary of the incident and a written description of the physical restraint used, including behaviors your child exhibited before physical restraint was used. During the time of the restraint, your child was observed by staff trained in the use of physical interventions for any signs of physical distress. The use of restraint ended as soon as the emergency situation no longer existed. This information is provided for your review and to seek your input into this situation.

The attached information will be filed in your child's special education eligibility folder so that the Admission, Review and Dismissal (ARD) Committee may use this information in considering the need for changes in your child's Individualized Education Program (IEP) and/or Behavior Intervention Plan (BIP). Please call _____ if you would like to schedule an ARD Committee meeting to review your child's IEP or BIP.

Commissioner's Rules for Special Education, Section 89.1053. *Procedures for the Use of Restraint and Time-Out*, states that restraint of a student with a disability may be used only in a clearly defined emergency situation. Schools must inform parents when it becomes necessary to use restraint in an effort to protect the student, other students or prevent serious property damage.

Please contact _____ at _____ if you would like to schedule a conference to discuss the behaviors leading up to the use of physical restraint. If you have other questions, please contact me _____ at _____.

Sincerely,

Campus Administrator

Cc: Special Education Eligibility Folder

Enclosure
Page 1 of 5

Written Summary of Restraint

South San Antonio Independent School District

Special Education
5622 Ray Ellison Blvd.
San Antonio, TX 78211
(210) 977-7250
Fax: (210) 977-7254

Resumen escrito del uso de contención física

Fecha: _____

Estimado(a) _____

Su hijo/a estuvo involucrado en una situación de emergencia el _____ que resulta en el uso de contención física. Adjuntamos un resumen del incidente y una descripción pro escrito de las contención física usada, incluyendo los comportamientos presentados por su hijo/a antes de haberse usado la contención física. Durante el periodo de contención física, su hijo/a estuvo bajo la observación del personal capacitado en el uso de intervenciones físicas para ver si presentaba alguna manifestación de agotamiento físico. El uso de contención física finalizo en cuanto dejo de existir la situación de emergencia. Le proporcionamos esta información para su consideración y para que nos de su opinión en relación con esta situación.

La información adjunta se archivara en la carpeta de elegibilidad de educación especial de su hijo/a para que el comité de admisión, revisión y retiro (ARD) pueda usar esta información al tomar en cuenta la necesidad de cambios en el programa educativo individualizado (IEP) y/o el plan de intervención debido al la conducta (BIP). Por favor llame a _____ al numero _____ si desea programar una reunión con el comité ARD para revisar el IEP o el BIP de su hijo/a.

Los Reglamentos del Comisionado para la Educación Especial, Sección 89.1053. *Procedimientos para el Uso de Contención Física y Separación*, indica que la contención física de un estudiante con alguna discapacidad puede ser usado solo en una situación de emergencia claramente definida. Las escuelas deben infórmale a los padres cuando es necesario usar la contención física para intentar proteger al estudiante, a los otros estudiantes o para prevenir danos graves a la propiedad.

Por favor comuníquese con _____ al numero _____ si desea programar una reunión para hablar sobre la conducta que llevo al uso de la contención física. Si tiene otras preguntas, comuníquese conmigo llamando al _____.

Muy atentamente,

Administrador/a de la escuela

CC carpeta de Elegibilidad para la Educación Especial

Written Summary of Restraint Use*

Date: _____

Name of Student: _____ ID #: _____ Campus: _____

Medicaid #: _____ Grade: _____ Instr. Setting: _____ Disability Code: _____

Date of Restraint: _____	Time Began: _____	Time ended: _____
Nature of restraint (describe type of physical restraint used):		
Location of restraint:		
Name(s) of staff member(s) administering restraint:		
_____	_____	_____
_____	_____	_____
Description of activity in which student was engaged immediately preceding the use of restraint:		
Student's behavior that prompted the restraint:		
<input type="checkbox"/> Imminent serious physical harm to themselves		
<input type="checkbox"/> Imminent serious physical harm to others		
<input type="checkbox"/> Imminent serious physical harm to themselves and others		
<input type="checkbox"/> Imminent serious destruction		
<input type="checkbox"/> Imminent serious physical harm to themselves and imminent serious property destruction		
<input type="checkbox"/> Imminent serious physical harm to others and imminent serious property destruction		
<input type="checkbox"/> Imminent serious physical harm to themselves and others and imminent serious property destruction		

Explain student behavior(s) that prompted physical restraint:

Efforts to de-escalate the situation:

- Provide choices Verbal redirection Calming techniques
 Reduce demands Reduced verbal interaction

Explain:

Alternatives to restraint that were attempted:

- Removal of other students Request for assistance
 Voluntary removal of student to another location

Explain:

Written Summary of Restraint Use*
Internal Tracking Form

Date:

Name of Student	ID #	Campus	Medicaid #
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Name of Staff Members Administering Restraint: Training:*	Date of Restraint

*Personnel called upon to use restraint who have not received prior training must receive training within 30 school days.

<p>Administrator Notification (must occur the same day that the restraint occurred)</p>
<p>Type of Notification: <input type="checkbox"/> Verbal <input type="checkbox"/> Written</p>
<p>Date of notification:</p>
<p>Name of Administrator notified:</p>

<p>Parent Notification</p>
<p>(Good faith effort must be made to verbally notify parent the same day as the restraint occurred, written notification must be placed in mail or otherwise provided to parent within one day of the use of restraint)</p>
<p><input type="checkbox"/> Telephone-Date <input type="checkbox"/> In-person-Date <input type="checkbox"/> Written-Date</p>
<p>Comments:</p>
<p>Name of person notifying parent of use of restraint:</p>

South San Antonio ISD
5622 Ray Ellison Blvd.
San Antonio, Texas 78242
210-977-7250 fax 210-977-7254

Written Summary of Restraint Use*
Internal Tracking Form

Date: _____

Name of Student: _____ ID #: _____ Campus: _____

Medicaid #: _____ Grade: _____ Instr. Setting: _____ Disability Code: _____

Observation of student at end of restraint:

RESTRAINT AND TIME-OUT

Authorities: Texas Education Code; 19 T.A.C. Chapter 89; Texas Penal Code

Board Policies for SOUTH SAN ANTONIO ISD (015908)

[FNCG](#), [FO](#), [FOF](#)

FEDERAL AND STATE REQUIREMENTS		CITATIONS
<input type="checkbox"/> P	<ul style="list-style-type: none"> It is the policy of this state to treat with dignity and respect all children, including children with disabilities who receive special education services. 	<u>89.1053(a)</u> <u>TEC 37.0021(a)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the child and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the child of basic human necessities. 	<u>89.1053(j)</u>
APPLICABILITY		
<input type="checkbox"/> P	<ul style="list-style-type: none"> This framework applies to all school employees, volunteers, and independent contractors. 	<u>89.1053</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> This framework applies to a peace officer only if the peace officer: 	<u>89.1053(l)</u> <u>TEC 37.0021(h)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Is employed or commissioned by a school district; or 	<u>TEC 37.0021(h)(1)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Provides, as a school resource officer, a regular police presence on a school district campus under a memorandum of understanding between the district and a local law enforcement agency. 	<u>89.1053(l)</u> <u>TEC 37.0021(h)(2)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> However, the data reporting requirements in this framework apply to the use of restraint by any peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. 	<u>89.1053(l)</u> <u>TEC 37.0021(h)</u> <u>89.1053(k)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> This framework does not apply to juvenile probation, detention, or corrections personnel; or an educational services provider with whom the child is placed by a judicial authority, unless the services are provided in an educational program of a school district. 	<u>89.1053(m)</u> <u>TEC 37.0021(g)(2)</u>
CONFINEMENT		

<input type="checkbox"/>		
<input type="checkbox"/> P	<ul style="list-style-type: none"> The child with a disability, who receives special education services, must not be confined in a locked box, locked closet, or other specially-designed locked space as either a discipline management practice or a behavior management technique. 	<u>TEC 37.0021(a)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> This section does not prevent the child's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if: 	<u>TEC 37.0021(f)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> The child possesses a weapon; and 	<u>TEC 37.0021(f)(1)</u> <u>TEC 37.007(a)(1)</u> <u>Tex. Penal Code 46.01(3)</u> <u>Tex. Penal Code 46.01(6)</u> <u>Tex. Penal Code 46.01(1)</u> <u>Tex. Penal Code 46.05</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> The confinement is necessary to prevent the child from causing bodily harm to the child or another person. 	<u>TEC 37.0021(f)(2)</u>
	RESTRAINT	
<input type="checkbox"/> P	<ul style="list-style-type: none"> <i>Restraint</i> means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of the child's body. 	<u>89.1053(b)(2)</u> <u>TEC 37.0021(b)(1)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> <i>Emergency</i> means a situation in which the child's behavior poses a threat of imminent, serious: 	<u>89.1053(b)(1)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Physical harm to the child or others; or 	<u>89.1053(b)(1)(A)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Property destruction. 	<u>89.1053(b)(1)(B)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> A school employee, volunteer, or independent contractor may use restraint only in an emergency and with the following limitations: 	<u>89.1053(c)</u> <u>89.1053(b)(1)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Restraint must be limited to the use of such reasonable force as is necessary to address the emergency; 	<u>89.1053(c)(1)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Restraint must be discontinued at the point at which the emergency no longer exists; 	<u>89.1053(c)(2)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Restraint must be implemented in such a way as to protect the health and safety of the child and others; and 	<u>89.1053(c)(3)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Restraint must not deprive the child of basic human necessities. 	<u>89.1053(c)(4)</u>

<input type="checkbox"/> P	<ul style="list-style-type: none"> Training for school employees, volunteers, or independent contractors must be provided according to the following requirements: 	<u>89.1053(d)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> A core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint; 	<u>89.1053(d)(1)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint; 	<u>89.1053(d)(2)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Training on use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint; and 	<u>89.1053(d)(3)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and the use of restraint. 	<u>89.1053(d)(4)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> The following documentation requirements must be met in a case in which restraint is used by school employees, volunteers, or independent contractors: 	<u>89.1053(e)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> On the day restraint is utilized, the campus administrator or designee must be notified verbally or in writing regarding the use of restraint; 	<u>89.1053(e)(1)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> On the day restraint is utilized, a good faith effort must be made to verbally notify the parent regarding the use of restraint; 	<u>89.1053(e)(2)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> 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; 	<u>89.1053(e)(3)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> Written documentation regarding the use of restraint must be placed in the child's special education eligibility folder in a timely manner so the information is available to the admission, review, and dismissal (ARD) committee when it considers the impact of the child's behavior on the child's learning and/or the creation or revision of a behavioral intervention plan (BIP); and 	<u>89.1053(e)(4)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> Written notification to the parent and documentation to the child's special education eligibility folder must include the following: 	<u>89.1053(e)(5)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> Name of the child; 	<u>89.1053(e)(5)(A)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> Name of the staff member or staff members administering the restraint; 	<u>89.1053(e)(5)(B)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> Date of the restraint and the time the restraint began and ended; 	<u>89.1053(e)(5)(C)</u>

<input type="checkbox"/> D	<ul style="list-style-type: none"> Location of the restraint; 	<u>89.1053(e)(5)(D)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> Nature of the restraint; 	<u>89.1053(e)(5)(E)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> A description of the activity in which the child was engaged immediately preceding the use of restraint; 	<u>89.1053(e)(5)(F)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> The behavior that prompted the restraint; 	<u>89.1053(e)(5)(G)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> The efforts made to de-escalate the situation and alternatives to restraint that were attempted; and 	<u>89.1053(e)(5)(H)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> Information documenting parent contact and notification. 	<u>89.1053(e)(5)(I)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Restraint does not include the use of: 	<u>89.1053(f)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Physical contact or appropriately prescribed adaptive equipment to promote normative body positioning and/or physical functioning; 	<u>89.1053(f)(1)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Limited physical contact with the child to promote safety (e.g., holding the child's hand), prevent a potentially harmful action (e.g., running into the street), teach a skill, or provide comfort; 	<u>89.1053(f)(2)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Limited physical contact or appropriately prescribed adaptive equipment to prevent the child from engaging in ongoing, repetitive self-injurious behaviors; or 	<u>89.1053(f)(3)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Seat belts and other safety equipment used to secure children during transportation. 	<u>89.1053(f)(4)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Cumulative data regarding the use of restraint by school employees, volunteers, independent contractors, and by peace officers must be electronically reported through the Public Education Information Management System. 	<u>89.1053(k)</u> <u>TEC 37.0021(i)</u> <u>89.1053(f)</u>
	TIME-OUT	
<input type="checkbox"/> P	<ul style="list-style-type: none"> <i>Time-out</i> means a behavior management technique in which, to provide the child with an opportunity to regain self-control, the child is separated from other children for a limited period in a setting: 	<u>89.1053(b)(3)</u> <u>TEC 37.0021(b)(3)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> That is not locked; and 	<u>89.1053(b)(3)(A)</u> <u>TEC</u> <u>37.0021(b)(3)(A)</u>
<input type="checkbox"/>	<ul style="list-style-type: none"> From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate 	<u>89.1053(b)(3)(B)</u> <u>TEC</u>

P	object.	<u>37.0021(b)(3)(B)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> A school employee, volunteer, or independent contractor may use time-out with the following limitations: 	<u>89.1053(g)</u> <u>89.1053(b)(3)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Physical force or threat of physical force must not be used to place the child in time-out; 	<u>89.1053(g)(1)</u> <u>89.1053(b)(3)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> Time-out must only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the child's individualized education program (IEP) and/or BIP if it is utilized on a recurrent basis to increase or decrease a targeted behavior; and 	<u>89.1053(g)(2)</u> <u>89.1053(b)(3)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Use of time-out must not be implemented in a fashion that precludes the ability of the child to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the child's IEP. 	<u>89.1053(g)(3)</u> <u>89.1053(b)(3)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Training for school employees, volunteers, or independent contractors must be provided according to the following requirements: 	<u>89.1053(h)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> General or special education personnel who implement time-out based on requirements established in the child's IEP and/or BIP must be trained in the use of time-out; 	<u>89.1053(h)(1)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Newly identified personnel called upon to implement time-out based on requirements established in the child's IEP and/or BIP must receive training in the use of time-out within 30 school days of being assigned the responsibility for implementing time-out; 	<u>89.1053(h)(2)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> Training on the use of time-out must be provided as part of a program which addresses a full continuum of positive behavioral intervention strategies, and must address the impact of time-out on the ability of the child to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the child's IEP; and 	<u>89.1053(h)(3)</u>
<input type="checkbox"/> P	<ul style="list-style-type: none"> All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and the use of time-out. 	<u>89.1053(h)(4)</u>
<input type="checkbox"/> D	<ul style="list-style-type: none"> Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP or BIP. The ARD committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use. 	<u>89.1053(i)</u>

ARD Process

Procedures for Invitation of ARD Committee Meeting Notification

Including Attempts and Documentation of Attempts

- The ARD Facilitator (SSHS)/special education teacher/case manager will complete the **Invitation of ARD Committee Meeting** on eSped.
- The **Invitation of ARD Committee Meeting** must be provided to the parent and adult student in writing.
- Written notification includes:
 - Detailed records of telephone calls made or attempted and the results of those calls.
 - Copies of correspondence sent to the parents and any responses received.
 - Detailed records of visits made to the home or place of employment and results of those visits
 - Sending the **Invitation of ARD Committee Meeting** to the parent before the ARD meeting.
 1. **The parent must receive one invitation at least five school days prior to the meeting. Three invitations are required before meeting can proceed without parent, i.e., phone call, mail, home visit.**
 2. Translation must be provided in the native language or other mode of communication of the parent.
 3. If a parent does not show up for the meeting, the teacher must provide documentation detailing how and when each notice was sent.
 4. If the ARD takes place before the five-day notice, the parent must waive the required 5 school day waiting period between invitation and ARD meeting.
- **Invitation of ARD Committee Meeting** will be sent to the parent/surrogate parent/adult student by:
 - mail
 - phone
 - email
- A total of three **Invitations of ARD Committee Meeting** must be sent to the parent/surrogate parent using the above methods of contact.
- All contacts must be documented on the eSped **Invitation of ARD Committee Meeting**, screen three by writing in comment box and clicking the box with the statement, **“Include Record of Contact Attempts on Invitation of ARD Meeting Report”**.
- The ARD committee meeting date, time and location must be mutually agreed to by both parent and school.
- The **Invitation of ARD Committee Meeting** must indicate the purpose, time, location and who will be in attendance.
- For students prior to their 14th birthday, the **Invitation of ARD Committee Meeting** must address consideration of post-secondary goals and transition services.
- As per district policy the **Invitation of ARD Committee Meeting** is sent to parent/surrogate parent/legal guardian **10 days prior to the meeting**.
- If the student lives in a Residential Facility, an **Invitation of ARD Committee Meeting** is sent to the parent/surrogate parent/legal guardian **and** staff members of the residential facility.
- The **Invitation of ARD Committee Meeting** must be sent in the parent’s primary language.
- When sending eSped Invitations to district staff, email a copy to all participants.
 - This should include:
 - General Education Teacher of Student

- Special Education Teacher of Student
- Speech Therapist
- AI Teacher when appropriate
- VI Teacher when appropriate
- Related Service Providers
- Evaluation Personnel
- Interpreter when appropriate
- LPAC Representative if student is LEP
- Career Technology Education Teacher (when CTE services are to be initiated or continued)
- Administrator

All Non District ARD committee members and student will receive mailed notices.

All decision making members must remain for the entire ARD.

Speaking to a relative or leaving a voice message does not constitute a legal notice.

Revised 7/30/19

ARD Process

ARD Guidelines

ARD Participants: The SSAISD must ensure that the ARD committee team for each child is properly constituted and must include the following required members in order to meet guidelines:

Every ARD meeting is required to have the following participants in attendance:

1. The parent/guardian/surrogate parent of the student or the adult student if applicable with a disability.
2. A general education teacher that is familiar with the student.
3. The special education teacher that provides special education services to the student with a disability.
4. The campus principal, or school board approved designee, who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the needs of students with disabilities and
 - b. Both knowledgeable of and able to commit campus and district resources.
5. The LSSP, Speech Therapist, or Related Service Provider who can interpret the instructional implications of evaluation results if assessment issues are to be discussed or at the Triennial Review.
6. Other individuals at the discretion of the parent or agency, including related services personnel.
7. When appropriate, the student with a disability/adult student.
8. If school is aware that the parent is bringing an advocate or attorney, then the special education department needs to be contacted to send a representative.

Specialized program requirements

1. A professional certified in the education of students with visual impairment must attend to those students with visual impairments (VI)
2. A professional certified in the education of students with auditory impairments must attend to those students with auditory impairments (AI)
3. A professional representing the LPAC is to be present when a student of limited English proficiency is being considered for special education services.
4. A representative from the Career and Technology Education (CATE) program must be present for students enrolled in a CATE program.
5. For students diagnosed with autism or PDD, the LSSP should be notified of all ARDs.
6. Special Education Service Provider who may include the following related service Personnel
(Will act as other when not providing assessment information)

Physical Therapist

Nurse

Occupational Therapist

Adaptive Physical Education

7. Other Members/District Staff

- a. At the discretion of the parent or South San Antonio Independent School District other individuals who may have knowledge or special expertise regarding the child
 - Special Education/ARD Facilitator
 - Behavior Specialist
 - Interpreter (When needed)
 - Home District Personnel (for Regional Day School Program for the Deaf)
 - Counselor
 - Advocate

Requirements for an ARD

1. An ARD is required within 30 calendar days of the date of the initial evaluation report.
2. A permanent placement ARD is required within 30 school days of Verification of records.
3. An ARD is required no later than the anniversary date. For example, a current IEP dated September 14, 2001 must have a new IEP developed on or before September 13, 2002. The definition of 'one year' for the purpose of determining whether an IEP is current will be **one calendar year minus a day**, 364 days. This is done in order to:
 - Determine whether the annual goals for the student with disabilities are being achieved, and
 - To revise the individualized education plan (IEP).
4. An ARD is required, but not limited to the following conditions:
 - Any lack of expected progress toward annual goals and in the general education curriculum, if appropriate to revise/develop BIP;
 - Any lack of expected progress in behavior;
 - Re-evaluation results, if any;
 - Consideration of Assistive Technology;
 - Three-year re-evaluation, if needed;
 - A temporary placement for a transfer student;
 - STAAR consideration;
 - Extended School Year (ESY) services;
 - Transportation;
 - Manifestation Determination Review (MDR);
 - Graduation;
 - Change of educational placement or programming; or
 - Course schedule change.
 - Others as applicable.

ARD Format

eStar is the district's web-based electronic Individual Education Plan (IEP) data management system. Through eStar, special education students' yearly IEPs are developed and recorded into a data-base for compliance reporting, IEP documentation, electronic archiving and more.

Since the eStar program is web-based, all IEP forms that meet federal and state criteria are accessible. The eStar program creates and provides FIEs, IEPs, transition plans as well as progress reports. The program helps teachers, staff and administrators to develop an easier way to manage special education data. Each case manager, assessment staff, support staff and administrators will have access to develop and review data for special education students at their campus.

- **For teachers**, eStar allows them to get online quickly and easily create a variety of reports drawing from a centralized database of student information. Since all updates are made in real-time and tied to the district's student information system, it is assured the most accurate data for tracking and reporting.
- **For assessment staff, eStar allows assessment staff to enter testing data and information to build comprehensive information on individual student's disabilities.**
- **For administrators**, eStar is a cost-effective alternative to cumbersome and complicated software offerings. It greatly simplifies district reporting and documentation capabilities, allowing responding quickly to unforeseen requests, such as state or federal audits.

The IEP and ARD forms for eStar can be accessed through the website: www.esped.com . Each case manager, assessment staff, and administrator will have access through a personalized login and password. The system administrators at the Special Education office through the director will be able to review access, data, and discrepancies. The Special Education Director and System Administrator will have supervision of the eStar program. Special Education Facilitator will provide support to teachers, case managers, support staff, campus administrators, LSSP and Speech Therapists.

The meeting will follow the ARD documentation and the format provided. It is essential that the development of the IEP and placement consideration does not occur before preliminary information is discussed. Each member is required to be present during the entire ARD.

Revised 7/30/19

ARD Process: The Admissions Review Dismissal (ARD)

Committee Meeting Components

The South San Antonio Independent School District will ensure that an Admissions, Review and Dismissal (ARD) Committee meeting **will be scheduled at least annually for any eligible student with a disability** and for each student with a full individual evaluation (FIE) to discuss the student's' continued eligibility, program and placement in special education. **The ARD committee will develop, and revise the student's individual educational program** and ensure that the student is receiving a free appropriate public education (FAPE) at no cost to the student. The ARD committee must also consider the concerns of the parent for enhancing the student's education. A properly constituted ARD committee must then approve the recommended program for the student.

Initial Meeting

- The ARD committee must meet to develop an IEP within 30 calendar days of a determination of eligibility.
- Following the development of the IEP and as soon as possible the SSAISD will ensure that special education and related services are provided to the student.

Annual Meeting

- The student's Individual Education Program (IEP) must contain and discuss the required elements of the IEP annually.

Evaluation

- The ARD committee must review and approve all assessments and use this information in the development of the student's individual educational program.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

- The PLAAFP must provide current information about the student in reading, math, written expression, functional skills speech and related services, behavior and other areas that may affect the student's academic and functional performance. **The strengths and areas of need will be used in the development of the student's annual goals and objectives.**
- The PLAAFP must also address how the student's disability affects the student's involvement and progress in general education.
- For preschool school children the PLAAFP must address how the student's disability affects the student's participation in appropriate activities.

Transition

Needs to be completed and in place prior to the students 14th birthday to include:

- A coordinated set of activities
- Development of post-secondary goals

Special Factors

The ARD committee must consider these factors when appropriate and document them as required:

- Behavior
- Communication
- Limited English Proficiency
- Deaf or Hard of Hearing
- Blind or Visually Impaired
- Assistive Technology
- Autism

Annual Measurable Goals and Objectives

- Goals from the previous meeting shall be reviewed annually at the ARD committee to ensure that the goals were met. **New measurable goals will be developed annually and must show an advance in skills based on scope and mastery of the curriculum.** Goals can be academic and/or functional but must be designed to meet the student's needs that result from the disability. The goals must enable the student to be involved in and make progress in the general education curriculum. They must also meet each of the student's needs that result from the disability. Goals must be developed for each special education instructional and related service that the student will be provided. For students taking an alternate assessment measurable short term objective must also be developed.

District Wide Assessments

- The ARD committee must consider allowable testing accommodations if required by the student.

Least Restrictive Environment Analysis

- Ensure that to the maximum extent possible the student is being educated with nondisabled peers.
- Ensure removal of the student to separate classes, separate schooling or removal from general education occurs only when the nature or severity of the disability is such that even with supplementary aides and services education in the general education mastery cannot be achieved.
- Ensure that to the maximum extent possible the student is participating in extracurricular services and activities with nondisabled peers.
- Consider any potential harmful effects any removal may have on the student and the quality of the services he/she receives and justification for a removal.
- Consider if the student will receive an educational benefit from general education including nonacademic benefit.
- Consider the benefits to non- disabled peers.
- Consider the effects of the presence of the student in the general education classroom and the education of all students.
- Ensure the student has not been removed from the general education setting based solely on the need of modifications in special education.

Description of Progress

- The ARD committee must discuss and determine how the student's progress toward meeting the annual goals will be measured. Progress monitoring must be completed grading periods unless determined otherwise by the ARD committee (i.e., PPCD has a 9 week grading period). Progress reports must be sent to the parent or adult student concurrently with the issuance of the report card.

Accommodations

- The ARD committee must determine the need for appropriate accommodations if necessary for the student to access the general education curriculum and when necessary to measure performance on the state and district wide assessments.

State Assessment Participation

- The admission, review, and dismissal (ARD) committee will review all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice, prior to determining the state assessment that will be provided to the student.

Schedule of Instructional/Related Services

The ARD committee must determine:

- the student's course of study;
- if the courses will be modified;
- location of where services will be provided;
- the length of time instruction will be provided in general or special education ; and,
- who will determine the progress/grades.

Speech /Related and other Instructional services must document the following for each service:

1. The type of service
2. The frequency
3. The duration

Any change in services must be addressed by an ARD committee. Justification for any changes must be documented in the student's IEP/ARD

Placement Determination

The ARD committee must determine:

- the student's placement based on the individualized education program;
- length of the student's school day (the student must have a school day commensurate to students without disabilities); and,
- the appropriate instructional arrangement/setting for the student.

The student's placement is determined annually. It is based on the student's IEP and is as close as possible to the student's home unless agreed otherwise.

Deliberations

- The ARD committee will provide documentation of the decisions of the ARD committee.
- Mutual Agreement - The ARD committee membership agreement or disagreement must be noted.
- If parent disagrees a 10 school day recess will be offered to the parent. A recess is based on a mutually agreed upon time. A table has no time requirement.

If the parent does not attend the ARD meeting, they must still be given the 5-day waiver and it must be clearly stated in the deliberations the implementation date will be 5-days from the meeting.

It is required by law to implement a student's IEP as developed by the ARD committee meeting. If changes in the student's needs arise, a new meeting should be convened to address any changes these factors may have on the student's program.

Revised 7/30/19

Types of ARDS

Admission/Initial Placement into Special Education

The purpose of this ARD meeting is to determine the eligibility of a student referred for special education services. At this meeting, the results of a Full Individual Evaluation (FIE) will be discussed. If the student is eligible for special education services and supports, program and placement will be determined.

Annual Review

The purpose of this ARD meeting is to address and review annually the student's special education eligibility, program and placement. This ARD meeting will review the student's academic and/or behavioral progress; develop appropriate goals and objectives, modifications/accommodations, and other necessary support services during this meeting.

Review ARD

The purpose of a Review ARD is to review and make necessary changes and/or updates to the student's IEP. Examples: Closing a REED when the student's Annual is still current and changing the student's instructional arrangement (IA).

Transfer Student-Agreement to Implement

The purpose of this ARD meeting is to make decisions concerning the educational program of a student transferring into the district from another school district. The student must have been in special education in another school district as verified by written documentation or telephone contact. Transfer Student-Agreement to implement is for 30 school days only. Within 30 days after the Transfer Student-Agreement to implement meeting, the ARD committee must meet to determine continued special education eligibility, program and placement for this student.

Permanent Placement

The purpose of this ARD meeting is to determine eligibility, program and placement based on current evaluation results for out-of-district transfer students. Complete and current testing (FIE) is required for consideration in developing IEP goals and objectives at this meeting. The evaluation staff will review out-of-district evaluation reports for compliance.

Revision ARD (Brief)

The purpose of this ARD meeting is to make minor revisions or changes that do not affect every aspect of programming set forth in the Annual ARD. Changes may include state mandated assessment, accommodations/modifications, Behavior Intervention Plan, and transportation.

IEP Amendment

After the annual admission, review and dismissal (ARD) meeting, changes to the individual education program (IEP) may be made either: (1) By the entire ARD committee or (2). By amending the IEP rather than by redrafting the entire IEP. Amendments will only be allowed by the Special Education Department for the following:

1. Clerical errors-examples: incorrect date, box not checked
2. Schedule change-that DOES NOT affect instructional arrangement (IA)
3. Add/alter IEP accommodations
4. Make changes to Intensive Program of Instruction (IPI)

* Eligibility determinations, changes of placement, state assessment determination and manifestation determination reviews may not be conducted through the amendment without a meeting process.

Manifestation Determination Review

The purpose of this ARD committee meeting is to determine whether the student's behavior is a manifestation of his/her disability. That is, did the student's disability impair the student's ability to understand the impact and consequences of the behavior subject to disciplinary action? In addition, the committee also determines whether the student's IEP was appropriate at the time of the incident.

Dismissal ARD

The purpose of this ARD meeting is to make decisions concerning the dismissal of students from special education. This occurs when a student no longer meets eligibility for services based on formal evaluation(s).

Teacher's Responsibilities By Type of ARD

Admission/Initial ARD Special Education Teacher's Responsibilities

Scheduling and Notices for ARD Academic Goals and Objectives Schedule of Services Transition Questionnaire (If age appropriate)	Functional Behavior Assessment (FBA) Behavior Intervention Plan (BIP) Supplements (Transportation, Autistic, Home Training, Personal Care, Medical Docs)
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Annual/Review/Brief/Transfer/Permanent Placement ARDs Special Education Teacher's Responsibilities

Scheduling and Notices for ARD Conducting the ARD Deliberations PLAAFPs Academic Goals and Objectives Related Services Goal and Objectives (Coordinate w/OT, PT, VI, D&M, AI, SI, APE) Schedule of Services Collect Related service reports(if person will be absent) Archive in eSped Notices and ARD Complete PEIMS Forms (current year and next year)	Turn in Paperwork by end of the week Ensure Procedural Safeguards are signed Provide copies of ARD to Parent Teacher Input Form (for PLAAFPs) Transition Questionnaire (If age appropriate) Functional Behavior Assessment (FBA) Behavior Intervention Plan (BIP) Progress Reports Supplements (Transportation, Autistic, Home Training, Personal Care, Medical Docs)
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MDR Special Education Teacher's Responsibilities

PLAAFPs Academic Goals and Objectives Schedule of Services Functional Behavior Assessment (FBA)-w/LSSP	Behavior Intervention Plan (BIP)-w/LSSP Progress Reports Supplements (Transportation, Autistic, Home Training, Personal Care, Medical Docs)
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REED Special Education Teacher's Responsibilities

Academic Goals and Objectives Related Service goals and Objectives Schedule of Services Teacher Input Form (for PLAAFPs) Transition Questionnaire (If age appropriate)	Functional Behavior Assessment (FBA) Behavior Intervention Plan (BIP) Progress Reports Supplements (Transportation, Autistic, Home Training, Personal Care, Medical Docs)
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Amendments

Contact and get Parent approval to changes Complete IEP Amendment page Archive signed IEP Amendment Pages	Turn in IEP Amendments to Special Ed by end of the week Make Corrects to screens in eSped Provide Copies to parents
---	---

Dismissal ARD Special Education Teacher's Responsibilities

Progress Reports

NOTE:

- Establish a collaborative atmosphere that promotes ***positive teamwork*** to meet the needs of the special education student.
- Special education teachers and staff are to collaborate with general education teachers prior to ARD to develop a draft of the proposed IEP goals and objectives and BIP, if applicable.
- Ensure tape recorder and tapes are available for all ARDs needing interpreters.
- **All campus special education staff is responsible for assuring that timelines required by the law are followed.**

ARD Agenda

Introductions by Campus Administrator

Review of FIE - If LSSP is present

Review eligibility

Review of progress on previous goals

Parent Input/Concerns

Review current levels of performance (PLAAFP)

Develop new goals

Discuss the annual revision of BIP – LRE/MRE

State Assessment/Participation Requirements

Consideration of LRE

Schedule of Services/ Related / Instruction

Assurances

Review of Deliberations

Prior Written Notice

Signature / Adjourn

No Cell Phones



South San Antonio Special Education Department
Julie Silva, Director of Special Education
5622 Ray Ellison Boulevard
San Antonio, Texas 78242

Amendment Notification

To the Parent(s) of:

Student Name

DOB

Student I.D.

Attached are the changes we agreed upon regarding

These changes will be added to the Annual ARD dated _____
and will be in effect on _____

If you have any concerns or questions please contact your child's special education
teacher or district representative, _____ ,
(210) 977-7250, ext. _____ .

Thank you,

Special Education Department

Special Education Codes

Handicap Code	Handicap	PEIMS Code
AI	Auditory Impairment	03
AU	Autistic	10
DB	Deaf / Blind	05
ED	Emotionally Disturbed	07
LD	Learning Disabled	08
ID	Intellectual Disability	06
NC	Noncategorical Early Childhood	14
OI	Orthopedic Impairment	01
OH	Other Health Impairment	02
SI	Speech Impairment	09
TB	Traumatic Brain Injured	13
VI	Visual Impairment	04

Instructional Arrangement Codes

Code	Explanation
00	No instructional setting
01	Homebound
08	Vocational Adjustment Class
40	Mainstream – General Education only
41	Resource Room / Services – Less than 21%
42	Resource Room / Services – at Least 21% & Less than 50%
43	Self-Contained, Mild/Moderate/Severe, Reg. Campus - Between 50% - 60%
44	Self-Contained, Mild/Moderate/Severe, Reg. Campus - More than 60%
45	Full-time Special Ed. Setting 3 – 5 years
81	RCTF-Mainstream
82	RCTF-Resource Room & Services 21% to Less than 21%
83	RCTF – Resource Room & Services 21% to Less than 50%
84	RCTF – Self-Contained, 50% - 60%
85	RCTF – Self-Contained, More than 60%

Instructional Arrangement Codes (by periods and minutes)

40	Mainstream – General Education Only
41	Resource < 21% <ul style="list-style-type: none"> • Secondary – 1 period • Elementary – 5-430 minutes weekly
42	Resource > 21% and < 50% <ul style="list-style-type: none"> • Secondary – 2 to 3 periods daily • Elementary – 431-1032 minutes weekly
43	Self-Contained, Mild-Moderate/Severe – at least 50% and no more than 60% <ul style="list-style-type: none"> • Secondary – 4 periods • Elementary – 1033-1245 minutes weekly
44	Self-Contained, Mild-Moderate/Severe=>60% <ul style="list-style-type: none"> • Secondary 5 – 8 periods • Elementary – 1246-2075 minutes weekly

Number of Periods of Special Education Instruction Per Day	8 – Period Instructional Day	7 – Period Instructional Day	6 – Period Instructional Day	5 – Period Instructional Day
One Spec Ed Period	Resource (41)	Resource (41)	Resource (41)	Resource (41)
Two Spec Ed Period	Resource (42)	Resource (42)	Resource (42)	Resource (42)
Three Spec Ed Periods	Resource (42)	Resource (42)	Mild/Mod/Ser (43)	Mild/Mod/Ser (43)
Four Spec Ed Periods	Mild/Mod/Ser (43)	Mild/Mod/Ser (43)	Mild/Mod/Ser (44)	Mild/Mod/Ser (44)
Five Spec Ed Periods	Mild/Mod/Ser (44)	Mild/Mod/Ser (44)	Mild/Mod/Ser (44)	Mild/Mod/Ser (44)
Six Spec Ed Periods	Mild/Mod/Ser (44)	Mild/Mod/Ser (44)	Mild/Mod/Ser (44)	
Seven Spec Ed Periods	Mild/Mod/Ser (44)	Mild/Mod/Ser (44)		
Eight Spec Ed Periods	Mild/Mod/Ser (44)			

Prior Written Notice

Part One: Contents of Prior Written Notice

What should be included in the prior written notice?

The prior written notice **must** include:

1. A description of the action **proposed or refused** by the committee;
2. An explanation of **why the committee proposes or refuses** to take the action;
3. A **description of each evaluation procedure, assessment, record, or report** the committee used as a basis for the proposed or refused action;
4. A **statement** that the parents of a child with a disability have protection under the procedural safeguards of this part and, **(if this is not an initial referral for evaluation), the means by which a copy of a description of the procedural safeguards can be obtained;**
5. **Sources of parents** to contact to obtain assistance in understanding the provisions of this part;
6. A description of **other options/alternatives that the IEP Team considered** and the reasons **why those options were rejected;** and
7. A description of **other factors** that are relevant to the committee proposal or refusal.
34C.F.R. § 300.503(b).

If the documentation you create through use of your district's software combined with your minutes does not clearly satisfy each of the 7 factors listed above, your ARD documentation is not in compliance with IDEA or recent TEA guidance.

1. Do samples forms exist?

The Department of Education has a sample form located at
<http://www.ed.gov/policy/speced/guid/idea/modelform-notice.doc>.

SSAISD uses the ESped form.

Part Two: Circumstances Requiring Prior Written Notice

1. Under what circumstances are schools required to give parents prior written notice?

IDEA states that written notice must be given to a parent:

A reasonable time before the LED-

- i. **Proposes** to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
- ii. **Refuses** to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child. 34C.F.R. §300.503(a)

2. Must an LEA provide prior written notice to a parent or an adult student even if the parent or adult student has agreed to the proposed change?

Yes. An LEA must provide prior written notice regardless of whether the parent agrees or disagrees with the change.

Frequently Asked Questions, Available at: <http://ritter.tea.state.tx.us/special.ed/guidance/pwnfaq.pdf>

3. If PWN is required before we “propose” an action, does that mean before we suggest an action?

The purpose of PWN is to document *decisions* made by the ARD Committee and to give parents adequate notice before the decision is implemented. The district cannot make any decisions about placement or IEP content prior to an ARD meeting. Providing PWN in advance of meeting could suggest, in some circumstances that the public agency's proposal was improperly arrived at before the meeting and without parent input.

***South San Antonio ISD requires a copy of the PWN to be submitted to the Special Education Director within 24 hours of completion.**

Circumstances Requiring Prior Written Notice

Proposal or refusal to initiate or change something related to:	YES	NO
Identification of the Student		
Screening		X
Response to Intervention		X
Eligibility for special education	X	
Category of eligibility	X	
Evaluation of the student		
Collection of new data for initial evaluation and reevaluation	X	
Reevaluation of Existing Data (REED)		X
Parent Requests a Full and Individual Evaluation (FIE)	X	
Parent Requests an Independent Education Evaluation (IEE) and the district agrees		X
Parent Requests an Independent Education Evaluation (IEE) and the district refuses (must also file for due process to defend FIE)	X	
Refusal to Evaluate	X	
Educational Placement of the Student		
Initial educational placement into Special Education	X	
Relocation of the special education program (placement is not the same as location)		X
Move to a more restrictive environment	X	
Move to a less restrictive environment	X	
Dismissal from special education	X	
Graduation with a regular diploma	X	
Disciplinary removal for more than 10 consecutive school days (but notice may be Provided the day of the removal, prior to manifestation)	X	
Disciplinary removal for not more than 10 consecutive school days		X
Relocation to DAEP for more than 10 days (provided after manifestation review)	X	
Provision of FAPE to the Student		
Deletion or addition of related service	X	
Increase or decrease in special education services or related services	X	
Refusal to increase or decrease a related service	X	
Changes to the IEP	X	
Changes, additions, or deletions to classroom accommodations	X	
Changes, additions, or deletions of annual goals and objectives	X	
Change in how a student will participate in statewide assessment	X	
Consideration of the 11 Autism Strategies	X	

*The information in this handout was created by Walsh, Anderson, Brown, Gallegos & Green, P. C. It is intended to be used for general information only and is not to be considered specific legal advice. If specific legal advice is sought, consult an attorney.

2011 Walsh Anderson

AMENDMENT WITHOUT A MEETING

Authorities: 20 U.S.C. §§ 1414, 1415; 34 C.F.R. Part 300

Board Policies for SOUTH SAN ANTONIO ISD (015908) [EHBAB](#)

FEDERAL AND STATE REQUIREMENTS		CITATIONS
<input type="checkbox"/> P	<ul style="list-style-type: none"> After the annual admission, review, and dismissal (ARD) meeting, changes to the individualized education program (IEP) may be made either: 	300.324(a)(4) 300.324(a)(6)
<input type="checkbox"/> P	<ul style="list-style-type: none"> By the entire ARD committee; or 	300.324(a)(6)
<input type="checkbox"/> P	<ul style="list-style-type: none"> By amending the IEP rather than by redrafting the entire IEP. 	300.324(a)(6)
<input type="checkbox"/> P	<ul style="list-style-type: none"> Eligibility determinations, changes of placement, and manifestation determination reviews will not be conducted through the amendment without a meeting process. 	300.116 300.306 300.530(e)
AMENDMENT PROCESS		
<input type="checkbox"/> P	<ul style="list-style-type: none"> To amend the IEP without an <u>ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEETING</u>: 	300.324(a)(4)(i)
<input type="checkbox"/> D	<ul style="list-style-type: none"> The parent of the child with a disability and the local educational agency (LEA) must agree not to convene an ARD committee meeting for the purpose of making changes to the IEP; and 	300.324(a)(4)(i)
<input type="checkbox"/> D	<ul style="list-style-type: none"> The LEA must develop a written document to amend or modify the child's current IEP. 	300.324(a)(4)(i)
REVISED IEP		
<input type="checkbox"/> P	<ul style="list-style-type: none"> If the IEP is amended without an <u>ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEETING</u>, the <u>ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEMBERSHIP</u> must be informed of those changes. 	300.324(a)(4)(ii)
<input type="checkbox"/> P	<ul style="list-style-type: none"> Upon request, the parent must be provided with a revised copy of the IEP with the amendments incorporated. 	300.324(a)(6)

Last Updated: Tuesday, April 14, 2015

South San Antonio ISD

ARD To Do

BEFORE THE ARD

- _____ Schedule ARD on calendar and notify appropriate staff who need to be in attendance. (Assessment, related service, speech, Behavior Specialist, Special Education Facilitator) *****AI & VI must attend ARDs*****
- _____ Send notice/Invitation of ARD with Prior Written Notice.
- _____ Document on ARD notice/Invitation all contacts made with parents to ensure attendance of meeting
- _____ Create and complete Draft IEP.
- _____ Send out Teacher Input form to all General Education Teachers of the student.
- _____ Update progress on previous year's goals and objectives (not to be done at ARD).
- _____ Archive the updated progress reports at this time.

BRING TO ARD

- _____ Recording equipment for recording of all ARDs conducted in Spanish.
- _____ Procedural Safeguards (English or Spanish) and Guide to the ARD Process.
- _____ IEP progress reports-archived and printed
- _____ Student data (baseline testing, grades, district testing data, work samples).

AT THE ARD

- _____ Obtain Medicaid Consent Form
- _____ Obtain ALL committee members signatures.
- _____ Obtain parent signature on the waiver of the 5 school day waiting period.
- _____ Obtain parent signature on the ARD notices.
- _____ Obtain parent signature on the Receipt of Procedural Safeguards

AFTER THE ARD

- _____ Prepare ARD paperwork to submit to Special Education Facilitator (see ARD paperwork submission guidelines).
- _____ Make copies of paperwork for parent and student folder.
- _____ Prepare student eSped cover sheet.
- _____ Scan all documents with signatures into eSped.
- _____ Archive ARD report and ARD notices.
- _____ Submit Audit copy of all paperwork to Special Education Facilitator. **Must be complete.**
- _____ Submit documents (accommodations/modifications, state assessment, goals and objectives, BIP, etc.) to those teachers and/or administrators directly working with the student. Pass out to all staff and obtain signatures on the **Verification Receipt of the IEP and other Supplements** Form.

Initial and date each line

Turn in copy with the ARD paperwork
Keep a copy for your records

South San Antonio ISD

ARD Paperwork Submission

- _____ Log / Reciept Form
- _____ Computer Data Entry Sheet (PEIMS)
- _____ eStar Cover Sheet
- _____ Print screen indicating ARD was Archived

★ Initials on the first page of the ARD with date archived (lower right corner)

- Write the word Archived
- Date it was archived
- Write your initials

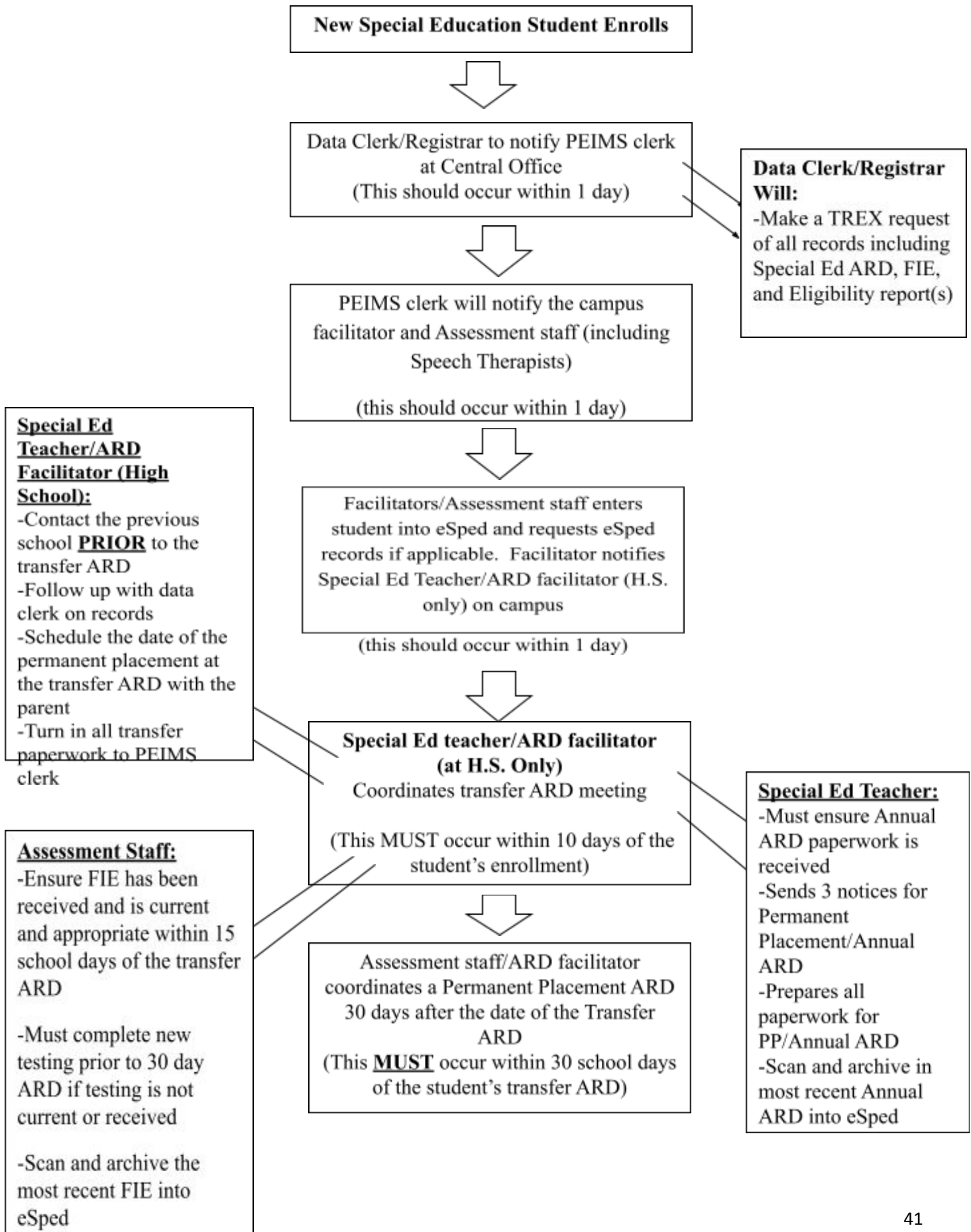
- _____ Medicaid Consent Forms @ Annuals
- _____ Progress Reports @ Annual ARD
- Goals / objectives all periods
- _____ Notices of ARD
- _____ Receipt for Procedural Safeguards @ Annuals

Initial each line
Turn in copy with the ARD paperwork
Keep a copy for your records

Transfer Student-
Agreement to
Implement

2020-2021
Process &
Procedures

New Student Enrollment Flow Chart



PROCEDURE for BAC/LIFE SKILLS UNITS Regarding TRANSFER STUDENTS

1. Transfer student will enroll at the home school.
2. School counselor requests records via TREX including: FBA, BIP, AU supplement, etc. (skip this step if ALL records and supplements are available for review).
3. Assessment staff/Facilitator will review all Special Education records.
4. Assessment staff/Facilitator will contact Behavior Specialist as appropriate.
 - Notify Director of Special Education via email or in person
 - Notify Campus Administrator of receiving school and BAC or Life Skills Teacher of incoming student
 - Review Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), Autism Supplement, and any other necessary supplements (e.g., Seizure Action Plan)
5. Home campus sets up the Permanent Placement ARD if the IEP, supporting documents and any other records are available for review. The ARD will be held at home campus. LIFE/BAC Unit personnel and campus administrators from the receiving campus should be invited to attend the ARD. Should all relevant paperwork not be available for review, a Temporary ARD should be held within 10 days of student enrollment.

NOTE: Should the severity of the disability require services not available on the home campus, the Temporary ARD should be expedited to ensure the student's educational needs are met in the appropriate educational setting. The receiving campus should hold the Permanent Placement ARD within 30 school days from the date the child is verified as being a child eligible for Special Education services.

**DOCUMENTATION NEEDED FOR TRANSFER STUDENT-AGREEMENT TO IMPLEMENT
ARDS**

_____ **Out of District Transfer Form** (Paper Form)

_____ **Home Language Survey and Language Proficiency** (Paper Form)

_____ **PEIMS Change Form** (Paper Form)

_____ **Consent for Disclosure of Confidential Information** (eSped)

Note: Needed ONLY for students coming from private settings or out of state.

_____ **Notice of ARD** (eSped)

_____ **Transfer ARD** (eSped)

_____ **Annual Medicaid Consent Form** (eSped)

_____ **Receipt of Procedural Safeguards & A Guide to the ARD Process** (eSped)

_____ **Notice of Procedural Safeguards Booklet Given to Parent**

_____ **A Guide to the ARD Process Booklet Given to Parent**

_____ **Notice and Consent for Testing (LSSP eSped)**

Student's Name _____

Social Security # _____

School ID# _____

School # _____ **Grade** _____

Permanent Placement ARD Due Date: _____

**South San Antonio Independent School District
Special Education Department**

Out-Of-District Transfer Student

Directions for the Teacher, Counselor, or Administrator: Please gather the following information. This will enable you to conduct the Transfer ARD and continue services to the student without disruption. The Transfer ARD can be conducted by a committee consisting of an administrator, a Reg. Ed., and Sp. Ed. teacher. Permanent Placement ARDs must be conducted within 30 days of Transfer ARDs. Thank you.

Student Name: _____

Grade: _____

Entry Date: _____ Date of Birth: _____ SS# _____

Handicap: (1) _____ (2) _____ (3) _____ I/A: _____ Testing _____
Primary Secondary Tertiary 40, 41, 42, etc. STAAR, STAAR-M, STAAR-Alt

Date of last Annual Review: _____

Date of FIE: _____ Date of Psychological Evaluation: _____

Student's Placement and Related Services

(Check setting and briefly describe the extent of services required by the student.)

Speech _____ Resource _____
Inclusion _____ CMC _____
Self-Contained _____ PPCD _____ Self Contained Behavior Class _____ Life Skills _____ Other (specify) _____
Related Services _____

Contact Information

Person Contacted _____ Position _____

Date: _____ Time: _____

District: _____

School or Special Education Address: _____

Telephone Number _____ Fax Number _____

Please **print** the name of the South San person who filled out the form. Thank You.

Person _____ School _____ Date _____

DISTRICT NAME

TEXAS EDUCATION AGENCY
Division of Bilingual Education
HOME LANGUAGE SURVEY

Name of Student

Campus

Grade

TO BE FILLED IN BY PARENT/ADULT STUDENT

1. What language is spoken in your home most of the time?
2. What language does the student speak most of the time?
3. What language do you prefer to receive information and notices?

Signature of Parent or Adult Student

Date

NOMBRE DEL DISTRITO

CUESTIONARIO DE IDIOMA HOGAREÑO
ESTADO DE TEXAS

Nombre del Estudiante

Escuela

Grado

DEBE DE COMPLETARSE POR EL PADRE O EL ESTUDIANTE ADULTO

- (1) ¿Cuál es el idioma que mas se habla en su hogar?
- (2) ¿Cuál es el idioma que mas habla el estudiante?__
- (3) ¿Cuál es el idioma que prefiere recibir información y notificaciones?

Firma del Padre o Estudiante Adulto

Fecha

Transfer Student-Agreement to Implement

Transfer ARD is done... Now What?

- 1) Turn in a copy of all paperwork to Facilitator on the first Friday following the Transfer Student-Agreement to Implement ARD.
- 2) Appraisal Clerk will give a copy of the Consent to Request Confidential Information to Receptionist/Transportation Clerk who will follow up with the previous district to make sure that records are received in a timely manner.
- 3) A copy of all records received will be given to LSSP/Speech Therapist directly or e-mailed to appropriate staff.
- 4) Evaluation Staff is responsible for:
 - a) Providing teacher with records needed to complete Permanent Placement ARD.
 - b) Providing copies to related service staff assigned to that campus

*Note: Screen numbers may change with eSped updates.

PEIMS Change
Form

2020-2021
Procedures

[PEIMS Change Form](#)

PEIMS CHANGE FORM

Student Name _____ ID# _____
 School _____ Grade _____ DOB _____ SS# _____
 Submitted by: _____ Date Submitted _____

NEW ENTRY Effective Date _____
Handicap # (1) _____ (2) _____ (3) _____ *IA _____ / _____
 Use # codes _____ speech code _____

CHANGE Effective date _____
FROM School _____ Grade _____
 IA # _____ / _____
 speech code _____
TO School _____ Grade _____
 IA # _____ / _____
 speech code _____

Handicap # (1) _____ **Handicap #** (1) _____
 Use # codes (2) _____ Use # codes (2) _____
 (3) _____ (3) _____

DISMISSAL FROM SPECIAL EDUCATION ONLY

Effective Date _____
 If a withdrawal from district, submit Special Ed. Withdrawal form to Sp. Ed. Office only.
 If Graduate, PEIMS graduation code _____

ARD INFORMATION

ARD date _____ Current Annual Review Date _____

ASSESSMENT INFORMATION: (Give ALL NEW Assessment Dates listed on REED)

NO NEW ASSESSMENT Completed REED Date _____

Name & Date: _____

Name & Date: _____

Name & Date: _____

*Instructional Arrangement (IA)
 E=Elementary (MINUTES) S=Secondary (PERIODS)

- 00 No instructional setting (Code 0: No Speech, Code 1: Speech Only, Code 2: Speech with other services)
- 01 Homebound
- 08 Vocational Adjustment Class/Program
- 40 Mainstream (including PPCD classes at the day cares) RF code (81)
- 41 Resource Room/Services-less than 21% RF code (82)
- 42 Resource Room/Services-at least 21% and less than 50% S-1 period E-5-430 minutes/wkly RF code (83)
- 43 Self-contained, Mild-Moderate/Severe, Reg. Campus at least 50% & no more than 60% E-435-1032 minutes/wkly RF code (84)
- 44 Self-contained, Mild/Moderate/Severe, Reg. Campus more than 60% S-4 periods daily E-1037-1245 minutes/wkly
- 45 Full-time Early Childhood Special Education Setting S-5-8 periods daily E-1250-2075 minutes/wkly RF code (85)

PEIMS Handicap Codes (Special Ed. Codes)

- AI 03 Auditory Impaired (AI) - Enrolled 45 minutes per week direct
 - AU 10 Autistic
 - DB 05 Deaf Blind
 - ED 07 Emotionally Disturbed
 - LD 08 Learning Disabled
 - ID 06 Intellectual Disability
 - NC 14 Non-Categorical Early Childhood
 - OI 01 Orthopedically Impaired
 - OH 02 Other Health Impaired
 - SI 09 Speech Impaired
 - TB 13 Traumatic Brain Injury
 - VI 04 Visual Impaired
- Multiple Disabled (MD) YES NO
 Medically Fragile YES NO

OTHER/RELATED SERVICES
 Check ALL services receiving or scheduled to receive within the effective date of ARD, write DNO if dismissed from service

NO RELATED SERVICES _____ Adapted Physical Education
 _____ School Health Services
 _____ PT _____ Interpreter Services (specific codes on back)
 _____ OT _____ Personal Care Services
 _____ Counseling _____
 _____ Transportation _____
 _____ Assistive Technology _____

Testing Year: 20 ____ / 20 ____

Type of Test: (CIRCLE ONE)		
STAAR	STAAR –Online	STAAR-ALT
Circle Grade and Subjects		
Grade	Subjects	
	US History	
	Algebra I	
	English I	English II
	Biology	
8	Reading	Math
		Science
		Soc Studies
7	Reading	Writing
		Math
6	Reading	Math
		Science
5	Reading	Math
		Science
4	Reading	Writing
		Math
3	Reading	Math

11th /12th grader in HIGH SCHOOL
 Has the student met the participation requirements for state assessments for graduation or aging out at 22 yrs:

Yes	
No	

- PEIMS – Interpreting Type Codes
 PLACEMENT OF SERVICES(1)**
- > 01 Oral Transliteration
 - > 02 Cued Language Transliteration
 - > 03 Sign Language Transliteration
 - > 04 Sign Language Interpreting
 - > 05 CART – (Communication Access Real Time)
 - > 06 C-Print
 - > 07 Type Well
 - > 08 Special Interpreting for Deaf-Blind

PPCD Service Location Codes	
Code	Translation
0	NOT APPLICABLE TO THIS STUDENT
1	REGULAR EARLY CHILDHOOD PGM, AT LEAST 10 HRS/WEEK
3	SPECIAL EDUCATION PGM, DISABLED, IEP
4	REGULAR EARLY CHILDHOOD PGM, LESS THAN 10 HRS/WK
5	REC PGM, >= 10 HRS/WK, MAJORITY AT OTHER LOCATION
6	REC PGM, < 10 HRS/WK, MAJORITY AT OTHER LOCATION
7	RECEIVES SPECIAL ED SERVICES AT HOME
8	RECEIVES SPECIAL ED SERVICES AT SERVICE PROVIDER

**** ALL INFORMATION MUST MATCH THE ARD PAPERWORK ****

Inclusion
Services

2020-2021
Procedures & Forms

- € The belief that all children are being included for all or part of the day in a regular classroom setting and have their needs met in this classroom.
- € The belief that all children will be treated equally and are valued in the classroom.
- € Schooling which emphasizes collaboration by joining general and special educational resources.
- € Students learning side-by-side even though they may have different educational goals.
- € A belief that the classroom is the source of future relationships and for lifelong friendships.
- € Teachers using GOOD TEACHING PRACTICES to meet the needs of a variety of learners.
- € Involves bringing the support services to the child in the general education classroom rather than moving the child to services or to a different educational setting, whenever feasible.

- € “Dumping” students with special needs in regular classrooms without the support and services they need to be successful in the learning environment.
- € Eliminating special education services.
- € Expecting all students to learn at the same time, same pace and in the same way.
- € Trading off the *quality* of a child’s education just for the sake of inclusion.
- € Ignoring a student’s unique learning needs.
- € Mandated by IDEA. IDEA states for placement of the least restrictive environment (LRE), while acknowledging that the regular classroom may not be the most appropriate for all students.
- € Causing special education teachers to become aides in regular education classrooms.
- € Expecting regular education teachers to teach students who have disabilities without the support they need to teach ALL students effectively.
- € A *money saving* adventure ...
- € A “program” it is a philosophy – that all students will be given the opportunity to be successful.

INCLUSION

Benefits:

Inclusive education encourages collaboration.

€ Both general and special education teachers have lots of experiences to share that strengthen each other. All members of the educational team work together and share knowledge while striving towards a common goal: teaching for success for all students!

Students with disabilities “blossom” – are no longer labeled as “different.”

€ They see what their peers are able to accomplish and realize they can do the same thing – intrinsic motivation increases.

Student receive:

- More stimulating environments
- Role models who facilitate communication, social, and adaptive behaviors
- Improved competence in IEP objectives
- Opportunities to make new friends and share new experiences
- Greater acceptance by peers
- Membership in a class and in the school

Benefits for Students without Disabilities:

- Develops a more accepting attitude of individual differences
- Becomes more comfortable with students with disabilities
- Grows to become more helpful overall
- Leadership Skills acquired
- Positive self-esteem increases

Benefits of Inclusion for Teachers

- Develop an awareness & an appreciation of individual differences in all students
- Gain access to specialists & resources that can help all students
- Learn new teaching techniques that can help all students

Barriers:

- Lack of training & preparation
- Too much time to differentiate/modify
- Unable to have constant planning times with general ed. or special ed. Teacher
- Behavior issues
- Grouping of students
- Undefined roles
- Lack of a common goal in school to make inclusion work
- Too many students, not enough support

South San Antonio ISD
Special Education Department
Student Inclusion Support Service Record Procedures

Purpose of the Student Inclusion Support Service Record (SISSR):

To document, for District recording purposes as required by TEA, the Inclusion services (Co-Teach, Itinerant) provided to all Special Education students in the general education classroom as recommended by the ARD committee.

When is the SISSR Form to be used:

Each time services are provided to a special education student by *special education and/or general education staff* an entry of the service date will be provided. This information serves as supporting documentation for each student's ARD recommendations. The SISSR must be available upon request for review by the Special Education staff.

How is the SISSR completed:

One SISSR is prepared for each student in each area in which the student is receiving services. Frequency and duration of services for each subject must be noted on the SISSR and must match the ARD committee recommended services.

Each SISSR covers a six week grading period. The special education service provider is expected to complete the columns neatly with all required information. It is the responsibility of the special education service provider to ensure that the information is correct and reflects both a lesson description and that the accommodations used provide an accurate account of the services provided. The special education service provider will sign upon the completion of services for the period. The general education teacher will sign at the end of the class/week.

Submission requirements:

The original SISSRs are due to the assigned campuses support staff no later than the same day that the grades must be verified on the campus. A copy is to be placed in the Campus folder for each student, and the teacher may choose to keep a copy for themselves.

South San Antonio ISD

2017-2018 Student Inclusion Support Service Record

School: _____ Nine Weeks Period: _____

Student:				Subject:	
General Education Teacher:				Room #	
Special Education Teacher:				Grade:	
Frequency and duration:					
Accommodations:					
Week	Dates	Time In	Time Out	Lesson Description	Comments
1	August 21, 22, 23, 24, 25				
2	Aug 28, 29, 30, 31 September 1				
3	September 5, 6, 7, 8				Labor Day September 4
4	September 11, 12, 13, 14, 15				
5	September 18, 19, 20, 21, 22				
6	September 25, 26, 27, 28, 29				
7	October 2, 3, 4, 5, 6				
8	October 10, 11, 12, 13				Columbus Day Oct 9
9	October 16, 17, 18, 19, 20				
GENERAL EDUCATION TEACHER: _____					
SPECIAL EDUCATION TEACHER: _____ (Signature)					

MISCELLANEOUS/
INFORMATION

2020-2021
Forms &
Procedures

Important Considerations

1. Do not forget to invite Related Service Staff to ARD meetings as appropriate – if the student qualifies for these services. Those specialists required to attend **all** ARDs are: VI, AI. Otherwise, the assessment people may provide their input & not attend the ARDs.
2. Staffing is required prior to consideration of placement in a Life Skills & BAC setting.
3. For non-enrolled speech only students, speech therapist should provide parent with school's enrollment packet at the time to testing. After the ARD meeting, (and on or by 1st date of services) speech therapist will assist parent in completing enrollment packet and make certain child is registered
4. Make sure to include in an initial ARD parent consent for Initial Placement. This is found in **consents on e-Sped. (Be sure to include a copy of it for placement in audit folder under consents.)**
5. At the beginning of the new school year, collaborate with LPAC committee to determine what students can have the LEP label removed. Our first priority is Life Skills and PPCD. These may be done on amendments while the rest can be done at the Annual ARD. Be sure to attach exit form to amendment & turn in. Form is attached.
6. **ARCHIVING:** Who does it? When is it done? If you create it, you archive it. Archiving must be done immediately after completion of ARD. Do not assume someone else is going to do it for you. "How To" document is included.
7. The signature page must be faxed to e-Sped. Original signature page is turned in to special education with the completed ARD. If you fax it, it is your responsibility to maintain a copy of signature page and receipt of fax.
8. Completed ARD documentation must be turned into the Special Education Department/PEIMS/SEMS Clerk with in 5 days calendar of meeting.
9. See Modification cases attached.

ARD TEACHER INPUT FORM

PRESENT LEVELS OF ACADEMIC AND FUNCTIONAL PERFORMANCE

STUDENT NAME: _____ ID NUMBER: _____ Response Due By: _____	COURSE TITLE: _____ TEACHER: _____ Grade: _____ State Assessment Score: _____
Academic Strengths: List TEKS in which student has proven especially proficient: Copy verbiage from subject chapter http://www.tea.state.tx.us/index2.aspx?id=6148	Academic Areas of Need: List TEKS in which student has difficulty: Copy verbiage from subject chapter http://www.tea.state.tx.us/index2.aspx?id=6148
Current Accommodations: (Case Mgr: List all accommodations for this subject currently required by ARDC)	Recommended Accommodations: Reviewing the current accommodations, (1) Which have you found to be effective? (2) What additional accommodations (if any) have you found to be effective and would recommend?
Special Education Classroom Support (core classes only): Please estimate how much itinerate support from a Special Education teacher this student needs to be successful in this subject area. Please check one: <ul style="list-style-type: none"> <input type="checkbox"/> None (Student can pass with listed accommodations and student support) <input type="checkbox"/> Monitor only (Special Education teacher will monitor progress and collaborate interventions) <input type="checkbox"/> 2X per Week <input type="checkbox"/> 3X per Week <input type="checkbox"/> Student needs daily assistance in a co-teach environment (Please provide DETAILED justification; see case manager for assistance) Justification:	
Concerns: Please tell us any other concerns (behavioral, attendance, other skills, etc) that you may have about this student.	

TEA Examples of Frequency and Duration

F &D: Needs to state the week of service(s) within a grading period.

TEA THINKING: If the student moves to another district within the grading period, the new district would know if the student has been provided with the service.

Examples

Counseling:

2 times a **month** for 30 minutes per session on the 1st and 3rd or 4th week with no services on the 2nd and 4th week so that the therapist may access carryover in classrooms.

One 30 minute session on the (choose one: 1st, 2nd, 3rd, 4th, 5th, or 6th week) per **grading period** with no services the other weeks so that the therapist may access carryover in classrooms.

Speech:

45 minutes for 4 consecutive **weeks** and two **weeks** with no services to determine generalization, in a **grading period**.

Consult, 1- 15 minutes session with the special ed teacher on the **first week** of **each grading period** with no services the other weeks so that the therapist may access carryover in classrooms

Consult, 1 - 30 min session on the **first or second week** of each **semester** with no services the other weeks so that the therapist may access carryover in classrooms.

Co-Teach:

4-50 minute sessions per **week** with no services on the 5th day of the same **week** to determine generalization.
English 4: 2012-2013

3-50 minute sessions per **week** per **grading period** with no services the other 2 days of the same week to determine generalization.

Transportation:

2 times daily on school days for the duration of the IEP school year

OT

Consult, 1 – 20 min session on the 3rd **week** of the **grading period**. If student is unable to be seen in designated week, OT services will be provided in another week of the same grading period.

O & M

Consult, 1 - 30 min session on the first or second **week** per **grading period** with no services the other weeks so that the therapist may access carryover in classrooms.

VI

1 session of 30 minutes during the 3rd week per grading period, If student is not seen on the 3rd week, VI services will be provided on another week within the same grading period.

AI Counseling

Consult, 1- 15 minutes session on the first **week** per **grading period** with no services the other weeks so that the therapist may access carryover in classrooms

Academic Progress/Attendance Monitoring Form

South San Antonio ISD Special Education Department
 Academic Progress/Attendance Monitoring for Special Education Students
Current Grades and Attendance Must Be Attached

Student Name:	ID:	Grade:
School:		Case Mgr:

First Nine Weeks 8/21/17-10/20/17

Weeks 1-3	Weeks 4-6
Concerns:	Concerns:
Plan of Action:	Plan of Action:
Follow-Up:	Follow-Up:

Weeks 7-9
Concerns:
Plan of Action:
Follow-Up:

Second Nine Weeks 10/24/17-12/22/17

Weeks 1-3	Weeks 4-6
Concerns:	Concerns:
Plan of Action:	Plan of Action:
Follow-Up:	Follow-Up:

Weeks 7-9
Concerns:
Plan of Action:
Follow-Up:

Third Nine Weeks 1/9/18-3/09/18	
Weeks 1-3	Weeks 4-6
Concerns:	Concerns:
Plan of Action:	Plan of Action:
Follow-Up:	Follow-Up:
Weeks 7-9	
Concerns:	
Plan of Action:	
Follow-Up:	

Fourth Nine Weeks 3/19/18-5/31/18	
Weeks 1-3	Weeks 4-6
Concerns:	Concerns:
Plan of Action:	Plan of Action:
Follow-Up:	Follow-Up:
Weeks 7-9	
Concerns:	
Plan of Action:	
Follow-Up:	

**In-School Suspension/Off-Campus Suspension Monitoring
for Special Education Students in the General Ed Setting**

SCHOOL ADMINISTRATOR

Date:	Student Name:
ID:	School:
Case Manager:	

*****Case Manager MUST complete prior to placement to be in compliance with student's IEP.*****

Documented Services Provided:				
Services	Freq & Duration		Freq & Duration	
Adapted Physical Education		Itinerant		
Auditory Impairment		Speech		
Co-Teacher		Transportation		
Health Services		Visual Impairment		
Occupational Therapy		Counseling		
Physical Therapy		Orientation & Mobility		

Dates of Suspension				
Day 1			Day 6	
Day 2			Day 7	
Day 3			Day 8	
Day 4			Day 9	
Day 5			Date of MDR	
Date of Staffing: (Attach Form)			Day 10	

***ANY ADDITIONAL SUSPENSIONS WITHOUT A MANIFESTATION DETERMINATION REVIEW
(MDR) RESULTS IN A DIRECT VIOLATION OF FAPE.***

South San Antonio Independent School District
Special Education Department

Verification of Receipt of Instructional Modifications

I acknowledge that I have received the instructional modifications designated by the ARD committee for _____.
(Name of Student & ID #)

from case manager _____.

If I need further clarification or have any questions relating to this student's disabilities, educational program or ability, I can contact the student's case manager.

I have received the following Individual Education Plan (check if applicable):

- Goals & Objectives ____
- Accommodations/Modifications ____
- Testing Data ____
- Schedule of Services ____
- Autism Spectrum Disorder form ____
- BIP ____
 - A. **received a copy of the student's BIP;**
 - B. **it has been explained to you, and**
 - C. **you understand when and how to implement it.**

This form needs to be completed/updated within the FIRST week of school or at enrollment, amendment to the BIP, change in schedule with new teachers, and at the Annual ARD.

- Other: _____

_____/_____
General Education Teacher/Administrator/Other Staff directly involved _____ **Date**
(Print / Signature)

_____/_____
Special Education Case Manager (Print / Signature) _____ **Date**

*****STUDENT MAY BE IN YOUR SECOND SEMESTER CLASS*****

PLEASE SIGN AND RETURN TO CASE MANAGER

DATE SENT/MAILED _____

South San Antonio ISD
2454 West Southcross Blvd
San Antonio, TX 78211
210-977-7250

- Release Information
- Request Information

CONSENT FOR DISCLOSURE OF CONFIDENTIAL INFORMATION

Student Name: _____ ID#: _____ Date of Birth: _____

Contact 1: _____ MEDICAID# _____

We are asking that you authorize the person or agency named below to release/to request specified records containing confidential information regarding the above-named student.

NAME OF SCHOOL STAFF PERSON _____	POSITION OF SCHOOL STAFF PERSON _____
PERSON/AGENCY TO WHOM REQUEST IS MADE/PERSON/AGENCY MAKING REQUEST _____	

NAME OF ISD/SPECIAL EDUCATION COOPERATIVE _____	NAME OF PERSON/AGENCY _____
---	-----------------------------

ADDRESS: _____ ADDRESS: _____

ADDRESS: _____ ADDRESS: _____

ADDRESS: _____ ADDRESS: _____

RECORDS TO BE RELEASED/RECORDS REQUESTED	PURPOSE OF DISCLOSURE
<input type="checkbox"/> Medical records <input type="checkbox"/> IEL, ARD, ILP, TAKS/SDAA results <input type="checkbox"/> ITP, Vocational testing <input type="checkbox"/> Other Sp. Ed. Records <input type="checkbox"/> Psychological evaluations <input type="checkbox"/> Initial Consent to Placement <input type="checkbox"/> Other: _____	<input type="checkbox"/> To assist ARD committee in educational planning <input type="checkbox"/> To assist outside person/agency in providing noneducational support <input type="checkbox"/> Other: _____

Please check (X) the appropriate boxes below. For more information please call _____

_____	at _____	_____
SCHOOL STAFF PERSON		TELEPHONE NUMBER

Yes No I have been fully informed in my native language or other mode of communication and understand the school's request for my consent, as described above. This information will be disclosed/requested upon receipt of my written consent.

Yes No I understand that my consent is voluntary and may be revoked anytime. However, I understand that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before consent was revoked).

Yes No I understand that I will be notified in writing of each release of educationally related information.

Yes No I give permission for the identified records to be released/disclosed to the above named person(s)/agency(ies).

A copy of the procedural safeguards in understandable language must be given to the parents/guardian of a child with a disability only once in a year. A copy must also be given when an initial evaluation or a parent request for an evaluation occurs, upon receipt of the first due process or State complaint during a school year, when the district decides to make a change in placement due to a discipline issue, and upon parent request [300.504(a)]. A copy will be/was provided to _____ on _____

DATE SENT/MAILED _____

South San Antonio ISD
2454 West Southcross Blvd
San Antonio, TX 78211
210 977 7250

- Release Information
- Request Information

CONSENT FOR DISCLOSURE OF CONFIDENTIAL INFORMATION

Student Name: _____ ID# _____ Date of Birth _____

Contact 1: _____ MEDICAID# _____

NAME OF PARENT, GUARDIAN, SURROGATE PARENT, OR ADULT STUDENT DATE

SIGNATURE OF PARENT, GUARDIAN, SURROGATE PARENT, OR ADULT STUDENT DATE

(NEW) ADDRESS _____

NAME OF INTERPRETER, IF USED

SIGNATURE OF INTERPRETER, IF USED DATE

Please return this form to:

_____ at: _____ as soon as possible.

SCHOOL STAFF PERSON

SCHOOL

HOMEBOUND SERVICES

What Is It?

This instructional arrangement/setting is for providing special education and related services to students who are served at home or hospital bedside. (A) Students served on a homebound or hospital bedside basis are expected to be confined for a minimum of four consecutive weeks as documented by a physician licensed to practice in the United States. Homebound or hospital bedside instruction may, as provided by local district policy, also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year as documented by a physician licensed to practice in the United States. The student's ARD committee shall determine the amount of services to be provided to the student in this instructional arrangement/setting in accordance with federal and state laws, rules, and regulations, including the provisions specified in subsection (b) of this section. (B) Home instruction may also be used for services to infants and toddlers (birth through age 2) and young children (ages 3-5) when determined appropriate by the child's individualized family services plan (IFSP) committee or ARD committee. This arrangement/setting also applies to school districts described in Texas Education Code, §29.0

Purpose Of Homebound

The purpose of Homebound Services is to provide students with academic instruction at home or hospital bedside during a temporary period of absence, and re-engage students successfully at their home campus when they are released by their physician to return. Homebound Services are designed to enable students with a medical condition to continue their coursework while they are temporarily unable to attend school. **The ARD Committee will consider homebound services for students who are currently enrolled in school and will be confined to a home or hospital setting for (4) or more weeks.** Homebound instruction is not intended to replicate what a student receives in their classroom setting. However, the same content that was provided in the classroom setting and current accommodations and supports will remain in effect and will be provided to the student through their homebound instructional services.

Qualifying Descriptor

These guidelines apply ONLY to Special Education eligible students; general education homebound is coordinated by Carlos Martinez, General Education Homebound Teacher.

A student must be enrolled in a South San Antonio ISD school in order to be considered for homebound instructional services.

Eligibility for homebound instruction is determined on the basis of medical evidence submitted by a licensed medical doctor. A diagnosis with an explanation of how symptoms affect school attendance is required. Reasons homebound may be requested:

- **Physical condition:** Students with physical conditions causing them to be unable to attend school may include those with serious or terminal illnesses, those undergoing treatments that compromise their immune systems, those undergoing surgery, or in postpartum recovery (up to six weeks). The student must be free of infectious or communicable disease.
- **Mental health condition:** In order to consider homebound instruction for students with psychiatric disorders, a mental health professional must be treating the student, and a psychiatrist or a clinical psychologist must provide the medical documentation. It should be noted that in some instances when a student is experiencing psychiatric difficulties, homebound instruction may exacerbate the student's problems and would, therefore, not be approved. Other school-based alternatives may be appropriate.

Procedures for Special Education Homebound Instruction

** Please remember all requests for Homebound Services are initiated by the Special Education Homebound Coordinator.*

1. The Special Education Homebound Coordinator is notified of a request for homebound services.
2. The Special Education Homebound Coordinator contacts the Special Education Director to discuss the request of homebound services for the student.
3. The Special Education Homebound Coordinator will have the campus Special Education Teacher or campus Special Education Facilitator get the parents sign the “Consent for Disclosure of Confidential Information” form for the homebound paperwork to be completed by the referring physician. This consent form is also for The Special Education Homebound Coordinator to speak to the referring physician regarding the student's medical condition.
4. The Special Education Homebound Coordinator will fax all homebound forms to be sent to the physician.
5. After all forms are received and verified by the Special Education Homebound Coordinator the campus Special Education Teacher or campus Special Education Facilitator will be notified so that an ARD can be scheduled to consider homebound placement and services.

Note: The “Homebound Needs Evaluation-Referral” is ONLY a RECOMMENDATION for the ARD Committee to consider. It is not the sole determining factor in considering the need for homebound services.

6. Conduct an ARD Committee meeting to determine if homebound is appropriate for the student. The ARD Committee determines the type(s) and amount of instruction to be provided.
 - The ARD Committee includes: parent or legal guardian, administrator or designee, counselor (if appropriate), general education teacher who is familiar with the student, special education teacher and Special Education Homebound Coordinator.
 - Data to be considered:
Homebound Needs Evaluation-Referral
7. ARD Committee develops a plan of service which includes:
 - Identification and responsibilities of homebound teacher

- The type and amount of instruction to be provided, including the designated amount of time per week; typically 1 hour per week equals 1 class / course (ELAR, Math, Science, Social Studies) for a total of 4 hours per week
- Review IEP's (current IEP's will remain in effect new IEP's do not have to be created)
- Date for initiation of services and estimated dismissal date
- Plan to transition back to the classroom

8. The homebound teacher will return completed assignments to the school for the classroom teachers to grade and calculate progress reports and report cards. Grading can be in collaboration with the homebound teacher.

9. The student will continue to be enrolled on the home campus. The home campus registrar will enter the homebound service code which will be maintained through the homebound period. The homebound teacher will provide a copy of the Weekly Doc Log to attendance clerk at the student's campus for attendance documentation.

10. When the student is able to return to the campus, a signed release from the referring physician must be obtained and an ARD must be held to dismiss the student from homebound. In the meeting discuss the student's current schedule and possible strategies to ensure a successful transition back to the home campus.