

GREGG COUNTY SPECIAL EDUCATION SHARED SERVICE ARRANGEMENT



Learning Knows No Bounds

2025-2026
SSA EMPLOYEE
HANDBOOK

INTRODUCTION

The purpose of this handbook is to provide information to assist you in functioning in the day-to-day operation of the Gregg County Special Education Shared Service Arrangement. Not all policies and procedures are included. The BOARD POLICY MANUAL of Sabine Independent School District is the manual governing the operation of the Fiscal Agent, which is to be followed by the Shared Service Arrangement. This handbook is neither a contract nor a substitute for the official local policy manual. It is not intended to alter the at will status of employees in any way. District policies may change at any time. For more information, policy-on-line is located on the website for Sabine ISD.

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2025-26 Sabine Independent School District

In lieu of using bad weather days, our district could simply extend the minutes of our Instructional Days to meet State requirements.

JULY 2025

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AUGUST 2025

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OCTOBER 2025

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NOVEMBER 2025

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DECEMBER 2025

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14/19

JANUARY 2026

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21/21

FEBRUARY 2026

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21/21

MARCH 2026

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17/17

APRIL 2026

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20/20

MAY 2026

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15/16

JUNE 2026

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For the latest news, visit the Sabine Independent School Web site: www.sabineisd.org

Staff Develop

Comp Day

Holiday

Teacher Work Day

Early Release

State Testing Days

Graduation

173 Instructional Days (6 Staff Develop / 3 Comp Days / 3 Work Days) 185 Total Teach Days

85 1st Semester Instructional Days / 88 2nd Semester Instructional Days

04/14/2025
173/185 A



7/4 4th of July Holiday

8/4 New Teacher Orientation
8/5-8/6 Staff Development Day
8/7 Teacher Work Day

8/8 Staff Development Day
8/11 Staff Development Day
8/12 1st Day of Instruction

9/1 Labor Day Holiday
9/19 End of 1st 6 Weeks (28 Days)

10/17 Fall Holiday
10/20 Fall Holiday
10/31 End of 2nd 6 Weeks (28 Days)

11/3 Staff Development Day
11/24-26 Teacher Comp Day/Student Holiday
11/27-28 Thanksgiving Holiday

12/2-5 State Testing Days
12/19 Early Release - 12:30 pm
12/19 End of 3rd 6 Weeks (29 Days)
12/22-31 Christmas Holiday Break

1/1-2 Christmas Holiday Break
1/5 Work Day
1/6 Students Return
1/19 Holiday/Martin Luther King Day

2/12 End of 4th 6 Weeks (27 Days)
2/13 Staff Development Day
2/16 Holiday/President's Day

3/9-13 Spring Break
4/2 End of 5th 6 Weeks (28 Days)
4/3 Good Friday

4/6 Easter Holiday Break
4/7-10 State Testing Days
4/13-17 State Testing Days
4/20-24 State Testing Days
4/27-30 State Testing Days

5/1 State Testing Day
5/21 Early Release - 12:30 pm
5/21 End of 6th 6 Weeks (33 Days)
5/22 Teacher Work Day
5/23 Graduation (Belcher Center - 4 pm)
Memorial Day

6/16-19 State Testing Days

*Dates in "red" are tentative Board Meeting dates.

White Oak ISD District Calendar

2025 - 2026

July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

13/19

September 2025						
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7	8	9	10	11	12	13
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28	29	30				

20/21

October 2025						
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26	27	28	29	30	31	

19/20

November 2025						
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16	17	18	19	20	21	22
23	C 24	C 25	26	27	28	29
30						

14/17

December 2025						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15/15

January 2026						
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18	19	20	21	22	23	24
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19/19

February 2026						
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19/19

March 2026						
S	M	T	W	T	F	S
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8	Spring Break					14
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16/17

April 2026						
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20/20

May 2026						
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24	25	26	27	28	29	30
31						

15/15

June 2026						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

P-Professional Development (4) C - Teacher Comp Days (3) N - New Teacher (1)	Teacher Work Day (3)	Staff Development w/waiver minutes (3) No School for Students	Early Release (2)	Holiday No School	Bad Weather (2) W	Graduation (1)	Administration Office Closed
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Grading Periods	Middle / High School Mid-Term Progress Reports	Intermediate Campus Mid-Term Progress Reports
TERM 1 - 08/13 - 10/10 = 38 days	Mid-Term 1A - 08/13 - 08/29	Mid-Term 1 - 08/13 - 09/12
	Mid-Term 1B - 09/02 - 09/19	
TERM 2 - 10/14 - 12/19 = 43 days	Mid-Term 2A - 10/14 - 10/31	Mid-Term 2 - 10/14 - 11/14
	Mid-Term 2B - 11/4 - 11/21	
TERM 3 - 01/06 - 03/06 = 41 days	Mid-Term 3A - 01/06 - 01/23	Mid-Term 3 - 01/06 - 02/06
	Mid-Term 3B - 01/26 - 02/12	
TERM 4 - 03/16 - 05/21 = 47 days	Mid-Term 4A - 03/16 - 04/02	Mid-Term 4 - 03/16 - 04/17
	Mid-Term 4B - 04/07 - 04/24	

Total Student Days = 169 Total Staff Days = 182

Semester 1 = 81 days Semester 2 = 88 days

BOARD APPROVED 02/10/2025

2025-2026 Calendar

Holidays
Exchange Days/State Waiver
Professional Development
Teacher Prep Day

- New Employee Orientation
- 9 Weeks Begin & End
- First / Last Day for Students
- Bad Weather Days

Student Holidays

Labor Day	Sept 1
October Break	Oct 3, 6
Thanksgiving Break	Nov 24-28
Christmas Break	Dec 22-Jan 5
Martin L. King, Jr Day	Jan 19
Presidents' Day Break	Feb 13, 16
Spring Break	Mar 9-13, 16
Easter Break	April 3, 6

Early Release
December 18,19
May 20,21

Reporting Periods Days

1st 9 weeks	41
2nd 9 weeks	45
3rd 9 weeks	41
4th 9 weeks	47

Total Student Days* 174
Total Staff Days 183

*Includes 2 PD Waiver Days

High School Graduation

August						
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September						
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October						
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November						
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December						
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21	22	23	24	25	26	27
28	29	30	31			

January						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

February						
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March						
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29	30	31				

April						
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May						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



Which calendar do I follow?

- 1. If you are based at the SSA Office in Sabine, you will follow the Sabine ISD calendar.**
- 2. If you are based at any one of the three districts, you will follow their calendars.**
- 3. If you work less than 187 days, the business office will send a calendar of days you are required to work.**
- 4. If you are on a 226 calendar, the business office will send a calendar of days you are required to work.**
- 5. If you have any questions regarding whether or not a day is counted as a workday, ASK.**

SSA STAFF DIRECTORY 25-26

Staff Member	Position	Campus Assigned	Email Addresses
Vicki Thornton	Director of Special Education	All campuses	vthornton@sabineisd.org
Sallie Avera-Tullberg	Assistant Director of Special Education	All campuses	savera-tullberg@sabineisd.org
Allison Bowen	Speech/Language Pathology Assistant	WOP	abowen@sabineisd.org
Raquel Britton	Instructional Aide (Elem)	ABU	rbritton@sabineisd.org
Elizabeth Camp	Speech/Language Pathologist	SHS, SMS, SIS, SHHS, SHJH, WOHS, WOMS, ABU	ecamp@sabineisd.org
Blair Cornelius	Speech/Language Pathology Assistant	WOI & SHI	bcornelius@sabineisd.org
Cynthia Dowling	School Psychologist	Sabine ISD and WOMS/HS & ABU MS/HS	cdowling@sabineisd.org
Melanie Elder	Occupational Therapist	All Campuses	melder@sabineisd.org
Charlie Evans	SSA Administrative Assistant	SSA Office	cevans@sabineisd.org
Anna Fisher	Speech/Language Pathology Assistant	SHP	afisher@sabineisd.org
Ginger Gee	Educational Diagnostician	WOP, WOMS, SMS(7)	ggee@sabineisd.org
Kristina Hopkins	Educational Diagnostician	SHP, SHJH (6), SIS	khopkins@sabineisd.org
Shannon Howeth	Teacher of the Visually Impaired	All campuses	showeth@sabineisd.org

SSA STAFF DIRECTORY 25-26

Ramona Hughes	Instructional Aide (MS/HS)	ABU	rhughes@sabineisd.org
Terri Johnson	Educational Diagnostician	SHHS & SHJH (7/8)	tjohnson@sabineisd.org
Karl Koelker	Teacher	DAEP	kkoelker@sabineisd.org
Angela Martin	Speech/Language Pathologist	Sabine Elementary	amartin@sabineisd.org
Jacquelyn Mauritzen	Physical Therapist	All campuses	jmaurtizen@sabineisd.org
Ryan McCary	Orientation and Mobility Specialist	All campuses	rmccary@sabineisd.org
Genevieve Nelson	Office Manager	SSA Office	gnelson@sabineisd.org
Kimberli O'Brien	Special Education Teacher (MS/HS)	ABU	kobrien@sabineisd.org
Julianna Perry	Certified Occupational Therapy Assistant	All Campuses	jmoore@sabineisd.org
Baylee Phillips	Instructional Aide	DAEP	bphillips@sabineisd.org
Crystal Pirkey	Speech/Language Pathologist	WOP, WOI	cpirkey@sabineisd.org
Christina Pritchett	Physical Therapy Assistant	All campuses	cpritchett@sabineisd.org
Heather Pyle	Instructional Aide (Elem)	ABU	hfenley@sabineisd.org
Laci Robinson	Principal of ABU and DAEP	ABU/DAEP	lrobinson@sabineisd.org
Sky Sampson	Speech/Language Pathology Assistant	Sabine Elementary	sjones@sabineisd.org
Helen Schaefer	Teacher of the Deaf and Hearing Impaired(Consult)	All campuses	hschaefer@sabineisd.org
Cody Sheffield	Educational Diagnostician	SHI	csheffield@sabineisd.org
Kathy Stark	Educational Diagnostician	SES	kstark@sabineisd.org

SSA STAFF DIRECTORY 25-26

Courtney Thorson	School Psychologist	Spring Hill & WOP, WOI, ABU (Elem)	crhorson@sabineisd.org
Michael Vaughn	Instructional Aide	DAEP	mvaughn@sabineisd.org
Misty Weedon	Certified Occupational Therapy Assistant	All campuses	mweedon@sabineisd.org
Rianna Williams	Educational Diagnostician	SHS & SMS (8)	rwilliams@sabineisd.org
Holly Witt	Speech/Language Pathologist	SHP	hwitt@sabineisd.org
Ashley Yarbrough	Special Education Teacher (Elem)	ABU	ayarbrough@sabineisd.org
Reagan Y'Barbo	Educational Diagnostician	WOI & WOHS	rybarbo@sabineisd.org

Gregg County Shared Services Arrangement

5303 Old Highway 135 North

Gladewater, TX 75647

Phone: 903-094-4416

903-981-0591

Fax: 903-986-3408

Vicki Thornton, Special Education Director

vthornton@sabineisd.org

Sallie Avera-Tullberg, Asst. Special Education Director

savera-tullberg@sabineisd.org

SPECIAL EDUCATION OFFICE STAFF INFORMATION

Genevieve Nelson, Office Manager

gnelson@sabineisd.org

Charlie Evans, PEIMS Clerk, Testing Coordinator, etc.

cevans@sabineisd.org

SPECIAL EDUCATION SUPPORT STAFF INFORMATION

Position: Educational Diagnostician

Name: Ginger Gee

Email: ggee@sabineisd.org

Position: Educational Diagnostician

Name: Kristi Hopkins

Email: khopkins@sabineisd.org

Position: Educational Diagnostician

Name: Terri Johnson

Email: tjohnson@sabineisd.org

Position: Educational Diagnostician

Name: Cody Sheffield

Email: csheffield@sabineisd.org

Position: Educational Diagnostician

Name: Kathy Stark

Email: kstark@sabineisd.org

Position: Educational Diagnostician

Name: Rianna Williams

Email: rwilliams@sabineisd.org

Position: Educational Diagnostician

Name: Reagan Y'Barbo

Email: rybarbo@sabineisd.org

Position: School Psychologist

Name: Cynthia Dowling

Email: cdowling@sabineisd.org

Position: School Psychologist

Name: Courtney Thorson

Email: cthorsen@sabineisd.org

Position: Teacher for the Visually Impaired

Name: Shannon Howeth

Email: showeth@sabineisd.org

Position: Orientation & Mobility Specialist

Name: Ryan McCary

Email: rmccary@sabineisd.org

Position: Occupational Therapist

Name: Melanie Elder

Email: melder@sabineisd.org

Position: Occupational Therapy Assistant

Name: Julianna Perry

Email: jperry@sabineisd.org

Position: Occupational Therapy Assistant

Name: Misty Weedon

Email: mweedon@sabineisd.org

Position: Physical Therapist

Name: Jackie Mauritzen

Email: jmauritzen@sabineisd.org

Position: Physical Therapy Assistant

Name: Christina Pritchett

Email: cpritchett@sabineisd.org

Position: Speech Language Pathologist

Name: Elizabeth Camp

Email: ecamp@sabineisd.org

Position: Speech Language Pathologist

Name: Angela Martin

Email: amartin@sabineisd.org

Position: Speech Language Pathologist

Name: Crystal Pirkey

Email: cpirkey@sabineisd.org

Position: Speech Language Pathologist

Name: Holly Witt

Email: hwitt@sabineisd.org or hwitt@shisd.net

Position: Speech Language Pathologist Assistant

Name: Allison Bowen

Email: abowen@sabineisd.org or bowen@woisd.net

Position: Speech Language Pathologist Assistant

Name: Blair Cornelius

Email: bcornelius@sabineisd.org

Position: Speech/Language Pathologist Assistant

Name: Anna Leah Fisher

Email: afisher@sabineisd.org or afisher@shisd.net

Position: Speech Language Pathologist Assistant

Name: Sky Sampson

Email: ssampson@sabineisd.org

Position: Homebound Teacher

Name: Tanya Dowd

Email: tdowd@sabineisd.org

Position: DHH Teacher

Name: Helen Schaefer

Email: hschaefer@sabineisd.org

ADAPTIVE BEHAVIOR UNIT & DAEP STAFF INFORMATION

Position: Supervisor/Principal

Name: Laci Robinson

Email: lrobinson@sabineisd.org

Position: DAEP Teacher

Name: Karl Koelker

Email: kkoelker@sabineisd.org

Position: Middle & High School Teacher ABU

Name: Kimberli O'Brien

Email: kobrien@sabineisd.org

Position: Elementary Teacher ABU

Name: Ashley Yarbrough

Email: ayarbrough@sabineisd.org

Position: Instructional Paraprofessional – DAEP

Name: Michael Vaughn

Email: mvaughn@sabineisd.org

Position: Instructional Paraprofessional – DAEP

Name: Baylee Phillips

Email: bphillips@sabineisd.org

Position: Instructional Paraprofessional ABU

Name: Raquel Britton

Email: rbritton@sabineisd.org

Position: Instructional Paraprofessional ABU

Name: Heather Pyle

Email: hfenley@sabineisd.org

Position: Instructional Paraprofessional ABU

Name: Ramona Hughes

Email: rhughes@sabineisd.org

PLACE	PHONE	SSA PHONE EXTENSIONS	INTERCOM #
Gregg County SSA	984-4416 981-0591		
Sabine Administration	984-8564	Genevieve	200
Sabine Elementary	984-5320	Charlie	202
Sabine Middle School	984-4767	Vicki	203
Sabine High School	984-8587	Kitchen	204
Sabine Bus Barn	238-5814	Sallie	206
Sabine Maintenance	738-6581	Cynthia	207
Spring Hill Administration	323-7700	Cody	209
Spring Hill Primary	323-7848	Terri/Kristi	216
Spring Hill Intermediate	323-7701	Rianna	211
Spring Hill Junior High	323-7718	Ginger	214
Spring Hill High School	446-3300	Kathy	212
Spring Hill Bus Barn	323-7833	Reagan	213
White Oak Administration	291-2200	OT	205
White Oak Primary	291-2160	PT	208
White Oak Intermediate	291-2011	VI – Amanda	215
White Oak Middle	291-2055	O&M – Ryan	217
White Oak High School	291-2001	No connection	201
White Oak ABU	291-2041	No connection	210
White Oak DAEP	291-2190		
White Oak Bus Barn	291-2149		

77 - Switches between old messages and new messages. Delete all messages – 7 6 #

ARD Lock Dates 2025-2026

Each campus that our office serves requires a Special Education PEIMS report immediately following the end of each six week period. This means that all ARDS must be locked before an accurate report can be generated. Below are the cutoff dates for your district(s). Please insure that your ARDS are locked by the designated dates. Thank you!! (Also understand that if you unlock an ARD after PEIMS has been generated and you make changes that affect IA or eligibility it will change the PEIMS codes).

School District	Six Weeks	Date Ends	ARD Lock Date
Sabine	1	September 19	September 19
“	SnapShot	October 31	October 31
“	2	October 31	October 31
“	3	December 19	December 19
“	4	February 13	February 13
“	5	April 2	April 2
“	6	May 21	May 21
Spring Hill	1	September 19	September 19
“	Snap shot	October 31	October 31
“	2	October 31	October 31
“	3	December 19	December 19
“	4	February 13	February 13
“	5	April 2	April 2
“	6	May 22	May 22
White Oak	1	September 19	September 19
“	Snap Shot	October 31	October 31
“	2	October 31	October 31
“	3	December 19	December 19
“	4	February 13	February 13
“	5	April 2	April 2
“	6	May 21	May 21

Remember: PEIMS Snapshot Date is Friday, October 31th!!! All ARDS must be locked by that date!! NO ARD meetings should be scheduled the week of October 27-31 unless approved by the Special Education Director.

No ARDs should be scheduled on Fridays, All evaluation staff are required to come to SSA on Friday mornings to process paperwork, meet with Asst. Director to review ARD Logs, and file forms in folders. All Annual ARD meetings should to be finished by May 1, 2026.

SSA STAFF MEETING CALENDAR 2025-26

September 5, 2025 8:30 am Diagnosticians, Speech Therapist & School Psych
October 10, 2025 8:30 am Diagnosticians, Speech Therapist & School Psych
November 7, 2025 8:30 am Diagnosticians, Speech Therapist & School Psych
December 5, 2025 8:30 am Diagnosticians, Speech Therapist & School Psych
January 9, 2026 8:30 am Diagnosticians, Speech Therapist & School Psych
March 6, 2026 8:30 am Diagnosticians, Speech Therapist & School Psych
April 10, 2026 8:30 am Diagnosticians, Speech Therapist & School Psych
May 8, 2026 8:30 am All Staff

Please make this a priority and expect to attend, if you cannot attend in person a virtual meeting will be created.

RELATED SERVICES CALENDAR 2025-26

August 18, 2025	Sabine
August 25, 2025	Spring Hill
September 8, 2025	White Oak
September 15, 2025	Sabine
September 22, 2025	Spring Hill
September 29, 2025	White Oak
October 6, 2025	Open
October 13, 2025	Sabine
October 20, 2025	Spring Hill
October 27, 2025	White Oak
November 3, 2025	Spring Hill
November 10, 2025	Sabine
November 17, 2025	White Oak
December 1, 2025	Sabine
December 8, 2025	Spring Hill
December 15, 2025	White Oak
January 12, 2026	Sabine
January 26, 2026	Spring Hill
February 2, 2026	White Oak
February 9, 2026	Sabine
February 23, 2026	Spring Hill
March 2, 2026	White Oak
March 16, 2026	Sabine
March 23, 2026	Spring Hill
March 30, 2026	White Oak
April 13, 2026	Sabine
April 20, 2026	Spring Hill
April 27, 2026	White Oak
May 4, 2026	Sabine
May 11, 2026	Spring Hill
May 18, 2026	White Oak

Please do your level best to schedule Annual ARDs for students with Related Services on your district date. Please allow Related Service personnel to attend virtually. Thank you

General Procedures

Office Hours

The telephones at the SSA office will be answered from 7:30 a.m. until 4:00 p.m. The official office hours are from 8:00 a.m. until 4:00 p.m. Professional staff will be expected to work the same hours as district employees when on an assigned campus. All other days will follow the regular SSA office hours unless otherwise specified by the Director.

Absence from Duty

Employees requiring use of sick/personal days need to contact the SSA office by 7:45 a.m. Be sure that any message that you leave is forwarded to SSA Office Staff for documentation of absence. It will be the responsibility of the employee to contact the specific campus and parent regarding the need to reschedule any IEP Team meeting due to this absence. ***The SSA Office staff will not be responsible for contacting principals/parents concerning your absence.***

An employee will be responsible for fulfilling the total amount of days stated on his/her contract unless the employee is using an allotted sick/personal day. Professional employees must complete an Absence from Duty form upon return to work; paraprofessionals will show sick/personal days on their time close as directed by the Central Office.

Annual Calendars

Because SSA personnel must meet the needs of students on many campuses, a multitude of schedules must be observed. Due to the variance in school calendars, it is requested that each staff member complete a yearly calendar and return it to the SSA Office Manager on the last contract day of the school year.

Monthly Time (Non-contract Personnel)

All non-contract personnel are required to clock in and out each day. If you forget to clock in/out or are absent, you will need to add a note of explanation. This will let the Office Manager know how to adjust your time.

Bad Weather Closing

The SSA Office may close because of bad weather or emergency conditions. When such conditions exist, the superintendent of each school district will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late or to release students early, the employee needs to follow the decision of the district where they are scheduled to be providing services on that day. The SSA Office staff and any professional personnel working in the SSA office on that day will follow the decision of Sabine ISD.

Above all, the safety of our students and employees is our first concern. It will be up to the employee to make personal decisions concerning whether or not it is safe to travel. If you must leave prior to school closing or are unable to travel to a campus that is in session, you will be responsible for calling the SSA office, campus, and any parents who are scheduled for ARD meeting attendance.

Please be reminded that if you cancelling an ARD/IEP Team meeting, it is YOUR responsibility to contact any related service providers including AI teachers, VI teachers, counselors, and/or homebound teachers who will be required to attend. Many times the ARD meeting will be cancelled and not all of the participants are notified.

Monthly Salary

For employees who are paid monthly, paychecks are received in the SSA office on the 15th of the month or prior to the 15th if the 15th of the month is on a weekend or holiday. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization. During the summer, paychecks will be mailed unless written instructions are received in the SSA office. Employees are urged to use direct deposit.

Professional Appearance

Administrative, professional and clerical staff members are expected exhibit professional judgment in the selection of attire as designated in the Sabine ISD Employee Handbook. Extreme fashions are not appropriate. Under no circumstances will inappropriate attire be tolerated when working with students or participating in IEP Team meetings. Employees should refer to the Sabine ISD Employee Handbook and the employee handbook of the districts served in regard to facial hair, tattoos, and any facial piercings other than for ears.

Daily Schedule

Each instructional staff member will need to complete Special Education Teacher/Therapist Daily Schedule and return it to the SSA Office Manager as soon as the schedule is relatively consistent. The deadline for this is September 15. As your schedule changes during the school year, you will need to update by sending an updated schedule to the Office Manager.



Genevieve Nelson <gnelson@sabineisd.org>

Leave policy

Kim Anderson <kanderson@sabineisd.org>

Wed, Oct 19, 2022 at 10:18 AM

To: Genevieve Nelson <gnelson@sabineisd.org>, cevans@sabineisd.org, Vicki Thornton <vthornton@sabineisd.org>

Just FYI in case you were not aware..... This is new in the handbook this year concerning discretionary leave. This means that any employee requesting leave/ taking off on these days will be docked. This applies to all employees.

Kim

Limitations on use of discretionary Leave:

- Day before or after a District holiday
- Days scheduled for semester or final exams
- Days scheduled for state-mandated assessments
- Days scheduled for staff development or professional development
- First or last day of duty year

SABINE ISD

ABSENCE FROM DUTY

NOTE: Employees must complete this report on the first day back to work following an absence for any reason. After completion, the form must be submitted to the employee's principal or department director/supervisor to be submitted to Payroll on a weekly basis.

A written statement from the attending physician or practitioner must be submitted for an absence of more than three (3) continuous work days. This statement should appear either on this form or attached securely hereto.

EMPLOYEE: _____

DATE OF ABSENCE (include whole or half days)	REASON (brief)	TYPE OF LEAVE TO CHARGE (sick, personal, non-contract)

NAME OF SUBSTITUTE: _____

DATE(S): _____

Signature of Employee

Signature of Supervisor

INSERVICE REQUIREMENTS

SSA staff is required to attend in-service training for as much time as is required by the district. Because campus in-service is sometimes not applicable to SSA personnel and there are other opportunities afforded through Region VII ESC workshops and other training which directly pertains to special education, a request for training may be completed by the employee and given to the Director of Special Education for approval for attendance at specific presentations in lieu of campus in-service. However, if training on a specific topic is required by the fiscal agent district, information concerning the training will be given and attendance will be required.

The form entitled Documentation of Staff Development must be completed and documentation of attendance attached for the employee's personnel file. This should be added to the employee's in-service file at the end of the school year.

Staff Development Equivalency Time (Comp Time) is written into the calendars of several of our districts. In order to earn comp time, you must attend a staff development meeting during the summer, on a weekend or at some other time approved by the director. A workshop attended on a contract day or travel time will NOT count as comp time. Six hours of actual staff development time are needed to substitute for one day.

To register for a workshop: To register for any workshop, you must fill out the proper form provided by Sabine ISD. The *Blue* form is for Non-Overnight Workshop Request and the *Pink* form is for Overnight Workshop Request. DO NOT register yourself for any workshop. Turn in your form to the Director for consideration of approval. Your approved form will be forwarded to Dorothy who then see that you are registered.

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Staff Development

Educator

The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.

Principal

The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB]

Education Code 21.451(a), (a-1)

Professional
Development Policy

A board shall annually review the SBEC continuing education and training clearinghouse published under Education Code 21.4514 and adopt a professional development policy that must:

1. Be guided by the recommendations for training in the clearinghouse;
2. Note any differences in the policy adopted by the district or school from the recommendations in the clearinghouse; and
3. Include a schedule of all training required for educators or other school personnel at the district or school.

To the extent of any conflict, a frequency requirement for the completion of training provided by statute prevails over a frequency requirement for that training included in the professional development policy.

Education Code 21.4515(a), (b)

**Requirements for
Training**

In designing staff development for educators other than principals, a district must use procedures that, to the greatest extent possible, ensure the training included in the staff development:

1. Incorporates proactive instructional planning techniques using a framework that:
 - a. Provides flexibility in the ways:
 - (1) Information is presented;
 - (2) Students respond or demonstrate knowledge and skills; and
 - (3) Students are engaged;
 - b. Reduces barriers in instruction;
 - c. Provides appropriate accommodations, supports, and challenges; and

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- d. Maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency; and
2. Integrates inclusive and evidence-based instructional practices for all students, including students with disabilities.

Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.

A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]

Education Code 21.451(a-2), (b), (c)

Optional Training

Staff development may include training in:

1. Technology and digital learning; and
2. Positive behavior intervention and support strategies, including classroom management, district discipline policies, and the Student Code of Conduct.

Technology and digital learning training must:

1. Discuss basic technology proficiency expectations and methods to increase an educator's digital literacy; and
2. Assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

Staff development may include instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

Education Code 21.451(d)(1), (d-3), (g)

Required Training

Staff development must include training on:

1. Suicide prevention;
2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution; and
3. Preventing, identifying, responding to, and reporting incidents of bullying.

Required training above must be provided in accordance with the board's professional development policy and use a best practice-based program recommended by the Health and Human Services

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Commission under Education Code 38.351 [see FFEB]. Required training may include two or more topics listed together.

Education Code 21.451(d)(3), (d-1)

*Instruction of
Students with
Disabilities*

Definition

"Student with a disability" means a student who is:

1. Eligible to participate in a school district's special education program under Education Code 29.003;
2. Covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794); or
3. Covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

Education Code 21.001(4)

Requirements

Staff development must include training that is evidence-based, as defined by Section 8101, Every Student Succeeds Act (20 USC 7801), and that:

1. Relates to the instruction of students with disabilities, including students with disabilities who also have other intellectual or mental health conditions; and
2. Is designed for educators who work primarily outside the area of special education.

A district is required to provide the training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.

In developing or maintaining the training, a district must consult with persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and nonprofit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district, regardless of whether the training is provided at the campus or district level.

Education Code 21.451(d)(2), (e)-(f)

*Suicide
Prevention*

The required suicide prevention training may be satisfied through independent review of suicide prevention training material that complies with the guidelines developed by the Texas Education Agency (TEA) and is offered online. *Education Code 21.451(d-2); 19 TAC 153.1013(d)*

Suicide prevention programs on TEA's list of recommended best practice-based programs [see FFEB] must include components that provide for training school counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of attempting suicide, including students who are or may be the victims of or who engage in bullying;
2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;
3. Intervene effectively with students described above by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian; and
4. Assist students in returning to school following treatment of a mental health concern or suicide attempt.

A district shall provide training described in the components above for teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on TEA's list of recommended best practice-based programs [see FFEB] to satisfy this training requirement.

If a district provides the training, a district shall require completion in accordance with the district's professional development policy and maintain records that include district employees who participated in the training.

Education Code 38.351(e), (g), (h); 19 TAC 153.1013

**Staff Development
Account**

A district that receives resources from the commissioner of education's staff development account must pay to the commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453(c)*

**Child Abuse,
Trafficking, and
Maltreatment**

A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children [see District Improvement Plan at BQ and Sexual Abuse, Trafficking, and Maltreatment Policies and Programs at FFG] must include training concerning prevention techniques for and recognition of

sexual abuse, sex trafficking, and all other maltreatment of children, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.

The training must be provided in accordance with the district's professional development policy and as part of new employee orientation to all new employees.

The training must include:

1. Factors indicating a child is at risk for sexual abuse, trafficking, or other maltreatment;
2. Warning signs indicating a child may be a victim of sexual abuse, trafficking, or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse, trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;
4. Techniques for reducing a child's risk of sexual abuse, trafficking, or other maltreatment; and
5. Information on community organizations that have relevant research-based programs and that are able to provide training or other education for district staff, students, and parents.

A district must maintain records that include staff members who participated in the training.

To the extent that resources are not yet available from TEA or the commissioner of education, districts shall implement the policies and trainings with existing or publicly available resources. The district may also work in conjunction with a community organization to provide the training at no cost to the district.

Education Code 38.0041(c)-(f); 19 TAC 61.1051(d)

Trauma-Informed Care

A district's efforts to increase awareness and implementation of trauma-informed care must include training to new and existing employees in accordance with the district's professional development policy. [See BQ, FFBA] *Education Code 38.036(c)*

Student Discipline

Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to

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remove a disruptive student under Education Code 37.002(b) [see FOA].

The professional development training may be provided in coordination with an education service center through the use of distance learning methods, such as telecommunications networks, and using available TEA resources.

Education Code 37.0181

**Test Administration
Training**

The commissioner may require training for district employees involved in the administration of assessment instruments. The commissioner may only require the employee at each district campus who oversees the administration of the assessment instruments to annually receive the training. The district employee who oversees test administration on a district campus may, with discretion, require other district employees involved in the administration of assessment instruments to repeat the training. *Education Code 39.0304(a), (b-1), (b-2)*

**Cybersecurity
Training**

Employees identified by the district with access to a district computer system or database and who use a computer to perform at least 25 percent of the employee's required duties must complete a cybersecurity training program selected by the board. The district, in consultation with its cybersecurity coordinator, shall determine how frequently employees must complete the training. [See CQB] *Gov't Code 2054.5191(a-1); Education Code 11.175(g)*

**Special Programs
Training**

Teacher Literacy
Achievement
Academies
(Reading
Academies)

A district shall ensure that:

1. Not later than the 2022–23 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a teacher literacy achievement academy developed under Education Code 21.4552; and
2. Each classroom teacher and each principal initially employed in a grade level or at a campus described above for the 2022–23 school year or a subsequent school year has attended a teacher literacy achievement academy developed under Education Code 21.4552 by the end of the teacher's or principal's first year of placement in that grade level or campus.

Education Code 28.0062(a)(2)

[See EHAB for kindergarten–grade 3 reading standards.]

Gifted and Talented
Education

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the

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program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.

2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

19 TAC 89.2

**Elective Bible
Course**

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a certificate in language arts, social studies, or history that qualifies the teacher to teach at the grade level at which the course is offered with, where practical, a minor in religious or biblical studies. The teacher must successfully complete staff development training developed by the commissioner for elective Bible courses. An elective Bible course may be taught only by a teacher who has successfully completed the commissioner's training under Education Code 21.459. *Education Code 28.011(f)*

**Texas English
Language
Proficiency
Assessment
System Training**

The employee assigned to oversee the administration of the Texas English Language Proficiency Assessment System (TELPAS) at a district campus may, with discretion, require other district employees involved in administering the TELPAS to complete training or online calibration activities described by Education Code 21.4571(a). An employee may not be required to complete a training or online calibration activity in one sitting. *Education Code 21.4571(b), (c)*

**Automated External
Defibrillators**

A district shall, in accordance with its professional development policy, make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and

2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

Education Code 22.902

**Extracurricular
Activity Safety
Training**

The following persons must satisfactorily complete an extracurricular activity safety training program in accordance with the district's professional development policy:

1. A coach, trainer, or sponsor for an extracurricular athletic activity; and
2. A director responsible for a school marching band.

The safety training program must include:

1. Certification of participants by the American Red Cross, the American Heart Association, or a similar organization or by the University Interscholastic League;
2. Current training in:
 - a. Emergency action planning;
 - b. Communicating effectively with 9-1-1 emergency service operators and other emergency personnel; and
 - c. Recognizing symptoms of potentially catastrophic injuries, including head and neck injuries, concussions, injuries related to second impact syndrome, asthma attacks, heatstroke, cardiac arrest, and injuries requiring use of a defibrillator; and
3. A safety drill that incorporates the training and simulates various injuries described above.

Education Code 33.202(b), (c); 19 TAC 76.1003

Records

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the public proof of compliance for each person employed by or volunteering for the district who is required to receive safety training.

A campus that is determined by a superintendent to be out of compliance with the safety training requirements shall be subject to the range of penalties determined by the UIL.

Education Code 33.206; 19 TAC 76.1003(e)

Steroids

A district shall require that each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL complete:

1. The educational program developed by the UIL regarding the health effects of steroids; or
2. A comparable program developed by the district or a private entity with relevant expertise.

Education Code 33.091(c-1)

Concussions

At least once every two years, the following employees shall take a training course from an authorized provider in the subject matter of concussions:

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of Licensing and Regulation (TDLR) or a course approved for continuing education credit by the licensing authority for athletic trainers.
3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDLR, or the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A school nurse or licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

Education Code 38.158

**Seizure Recognition
and Related First Aid**

A school nurse employed by a district must complete a TEA-approved online course of instruction for school nurses regarding managing students with seizure disorders that includes information about seizure recognition and related first aid.

A district employee, other than a school nurse, whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction for school personnel regarding awareness of students with seizure disorders that includes information about seizure recognition and related first aid.

Education Code 38.033(a), (b)

[See FFAF for information about a seizure management and treatment plan.]

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**DMA
(LOCAL)**

**Staff Development
Equivalency Time**

Equivalency time off shall be permitted when a professional employee obtains prior approval and attends professional development activities outside the regular working hours or outside the contract year. The number of days granted shall be limited to and taken on the designated equivalency days in the school calendar approved by the Board.

The following guidelines shall apply to workshops attended for equivalency time:

1. Prior approval for participation in an activity for staff development equivalency time must be obtained from the principal.
2. Activities to be approved for staff development equivalency time shall meet criteria determined by the District.
3. Staff development equivalency time shall be earned only through approved professional development activities. Responsibility for providing documentation of attendance at approved staff development equivalency time activities shall rest with the employee.
4. No equivalency time shall be carried over to the next school year.

In order to request staff development equivalency time, the employee must complete District documentation regarding attendance at the workshop. Such documentation shall be maintained in the campus office.

PROFESSIONAL DEVELOPMENT

DMA LOCAL

REQUIRED STAFF DEVELOPMENT

VALIDATION OF STAFF DEVELOPMENT EQUIVALENCY CREDIT

Employee's Name _____ Campus _____

Assignment _____

Title of workshop/course/activity: _____

Location of workshop/course/activity: _____

Sponsored by: _____

<u>Dates of Workshop</u>	<u>Beginning Time</u>	<u>Ending Time</u>	<u>Total Time</u>	<u>Signature of Presenter or attach certificate</u>

Employee's Signature _____ Date _____

Supervisor's Signature _____ Date _____

Approved Disapproved

NOTE: Equivalency time earned in the summer months must be used during the following school year.

(Do not send up to Central – Sp Ed Office only)
(ONLY USE IF MAKING UP TIME)

REQUEST FOR / REPORT OF TIME OUT OF OFFICE

I will be / was out of the office on _____
DAY, DATE

ALL DAY HALF DAY (3.5 HOURS) FROM _____ TO _____

Reason for absence: Personal
 Sick
 Non-contract day (226 day contract only)

I do not want to use a personal or sick day. I will work an extra day as indicated below **(if approved by the director of special education)**. Use only if all other days are used up.

Make-up day to be worked at end of contract
 Make-up day to be worked _____

EMPLOYEE'S SIGNATURE

DATE

Date Received _____	Date logged in: _____
Approved by _____	Logged in by: _____

RETURN FORM TO DIRECTOR OF SPECIAL EDUCATION

COMPENSATORY TIME REQUEST

EMPLOYEE: _____

DATE SUBMITTED: _____

WORK BEYOND TERMS OF CONTRACT:

DATE	HOURS (MUST BE IN INCREMENTS OF NO LESS THAN 3.5 HOURS)	RESPONSIBILITY	APPROVAL BY DIRECTOR

REQUEST FOR COMPENSATORY TIME USE:

DATE	AMOUNT OF TIME	APPROVAL BY DIRECTOR

Employee

Date

Director

Date

**WORKSHOP/TRAVEL REQUEST
NON-OVERNIGHT TRAVEL**

Workshop Name & Number: _____
(attach course description or brochure)

Location of event: _____

Date of event: _____

Attendee(s): 1) _____
2) _____
3) _____
4) _____

Registration fee/ Registration Deadline: _____ \$

Organization: _____

Address: _____

Transportation (check one):

Mileage reimbursement: _____ (roundtrip) x 0.45 = _____ \$
(mileage will be reimbursed for 1 vehicle for every 4 attendees; go to maps.google.com to calculate your mileage. Specific directions are available at www.sabineisd.org/finance.html)
Employee to receive mileage: _____
OR

School vehicle(s) will be used. Fuel cards will be needed.

Budget Code

(Object code will be 6412 if students are traveling; otherwise use 6411)

If students are traveling and meal money is to be provided, please complete.

(Employees not traveling with students may be reimbursed the actual cost of one meal, not to exceed \$9, upon submission of a receipt after the event.)

Number of students: _____

Number of staff: _____ \$

(Student meal limit for non-overnight travel is \$7/meal.)

Employee to receive student meal money: _____

Employee signature

Date

Principal/Supervisor signature

Date

After approval by the principal/supervisor, the information on this form should be entered in the Requisition system with requisition numbers noted beside each expense to be paid. The completed form should be submitted to the business office two weeks prior to travel if expense checks are needed prior to travel.

WORKSHOP/TRAVEL REQUEST OVERNIGHT

Workshop Name & Number: _____
(attach course description or brochure)

Location of event: _____

Date(s) of event: _____

Time Departing: _____ **Time Returning:** _____

Attendee(s): 1) _____

2) _____

3) _____

4) _____

Registration fee/Registration Deadline: _____ \$

Organization: _____

Address: _____

Transportation (check one):

Mileage reimbursement: _____ (roundtrip) x 0.45 = _____ \$

(mileage will be reimbursed for 1 vehicle for every 4 attendees; go to maps.google.com to calculate your mileage. Specific directions are available at www.sabineisd.org/finance.html)

Employee to receive mileage: _____
OR

School vehicle(s) will be used. Fuel cards will be needed.

Lodging:

No. of nights _____ x No. of rooms _____ @ \$ _____ /night + _____ % tax \$

Hotel Name: _____ Confirmation #: _____

Meal Per Diem:

Employee:

Breakfast @ \$7.00 = \$ _____

Lunch @ \$9.00 = \$ _____

Dinner @ \$10.00 = \$ _____

Student:

Breakfast @ \$ _____ = \$ _____

Lunch @ \$ _____ = \$ _____

Dinner @ \$ _____ = \$ _____

\$

Employee to receive student meal money: _____

Budget Code: _____

Employee signature

Date

Principal/Supervisor signature

Date

After approval by the principal/supervisor, the information on this form should be entered in the Requisition system with requisition numbers noted beside each expense to be paid. The completed form should be submitted to the business office two weeks prior to travel if expense checks are needed prior to travel.

Mileage for Gregg County SSA

FROM	TO	Miles (one way)
SSA	White Oak	13
	Spring Hill	18.2
	Region 7	8.4
	Sabine Elem	1.7
	Sabine Admin	0.6
Spring Hill	White Oak	7
	Sabine Elem	19
	Region 7	16
White Oak	Sabine Elem	14
	Region 7	13.1

ELIGIBILITY FOLDER ORGANIZATION

The following organization will be used for eligibility folders:

Page 1 (inside front cover) – Demographic information (papers received only once): folder access sheet (**MUST HAVE** - on top), birth certificate, SS card, home language survey, receipt of parents' right, Child Outcome Summary form (COS), any legal documentation

Page 2 (front of first divider) – Releases, Medicaid letter, Medicaid Notice/Consent from Parents, Receipts of Handouts, Communication with parents, Demographic Information from previous school district

Page 3 (back of first divider) – Referrals, vocational assessments, ITP notices and meeting forms (oldest on bottom)

Page 4 (front of second divider) – Assessments

Page 5 (back of second divider) – Progress notes, physician orders, TAKS/SDAA II/TAKS Alt results, medical reports

Page 6 (inside back cover) – IEP reports , student history printouts

To save space, protocols will be given to one of the secretaries to be filed in a separate file cabinet.

When time permits, clean out eligibility folders, leaving last annual ARD and any subsequent ARD's and last FIE in the folder. Old ARD's and FIE's will be given to one of the secretaries to be filed in the Non-Working folder to be placed out in the building.

REQUEST FOR ADDITIONAL EVALUATION / SERVICES

Student Name _____ DOB: _____

District _____ Campus _____ Grade _____

Teacher/SpEd Classroom Assignment _____

Current Services: PT OT ST VI DHH APE AU O&M Counseling Other: _____

EVAL REQUESTED	<input checked="" type="checkbox"/>	TIMELINE DATE
Psychological Evaluation		
Counseling Evaluation		
Autism Evaluation		
Vision Exam (referral)		
Audiological Exam (referral)		
VI Eligibility (Part A, B, C)		
DHH Eligibility (Part A, B, C)		
AT Assessment		
OHI Eligibility		
OI Eligibility		
Speech Assessment		
OT Evaluation / Services / 1x Consult		
PT Evaluation / Services / 1x Consult		
Adaptive PE Evaluation		
FIE		

Case Manager: _____ Date of Request _____ Requested by: Parent Teacher

REED DATES: Evaluation Due By: _____ ARD Due By: _____

Notice/Consent? Yes No Vision/Hearing: Date Passed _____ Transfer Student Yes No
 Date: _____ Need to Request
 Not Needed

Reason for Assessment: _____

Parent / Guardian Information: _____

Additional Notes: _____

STUDENT Assessment Request

District: Sabine ISD Spring Hill ISD White Oak ISD

Initial Reevaluation Additional Assessment Request

(If available, turn in folder with this form.)

Student Name: _____

Date: _____

School: _____

Grade: _____

DOB: _____

Due Date: _____

Consent for Assessment date: _____

Vision/Hearing Passes: Yes No Date: _____ Glasses: Yes No

IQ Test: _____

Subtests: _____

Achievement Test: _____

Subtests: _____

Additional Information: _____

Date Submitted: _____ Diagnostician: _____

Tested by: _____ Date Turned in: _____

Health Services
Functional Vision/Hearing Screening

Name _____ Age _____
Campus _____ Teacher _____

If an attempt is made to assess a severely handicapped child for hearing/vision screening and no response can be obtained, then a quantitative description of the child's hearing/vision must be completed by an adult who works with the child.

Hearing

Examiner: _____

Date: _____

- | | | |
|--|------------------------------|-----------------------------|
| 1. Does subject respond to noise, i.e., ringing bell, rattle, etc? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Does the subject respond to name when called? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Does subject interact verbally or with gestures? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Can subject identify body parts on verbal command? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Does subject respond to simple verbal command? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. Can subject point to person or objects when asked? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. Is imitation of speech present? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. Do subject's eyes and/or head turn toward a voice? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. Does subject react to (not necessarily stop) an activity when he/she hears "No!! No!!"? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10. Does subject attend to songs sung to him/her? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Vision

Examiner: _____

Date: _____

- | | | |
|--|------------------------------|-----------------------------|
| 1. Does subject follow an object with eyes? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. When using a pencil, crayon, paintbrush etc, does subject follow markings with his/her eyes? Is tracking evident? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Does subject pick up objects from table or floor? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Does subject reach for objects when handed to him/her? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Does subject grasp objects unaided or without direction from teacher? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. Does subject look at an object when placed before him? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. Does subject look at pictures in a book? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. Do eyes and head turn forward a light that is introduced? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. Does subject watch own hand movements? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10. Does subject look at self in mirror? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11. Does subject use a visual searching technique when objects are placed out of sight? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Describe additional behaviors in hearing/vision that should be considered in assessment and educational programming: _____

DOCUMENTATION OF SEVERE REGRESSION

Student: _____ Date of Report: _____

Teacher Reporting: _____

Following a review of the student's academic achievement and functional performance during the following period: (during first eight weeks of school) the following situation is indicated:

Please circle the appropriate statement:

1. There has been no regression noted.
2. The attached IEP objective(s) indicate where severe regression has been observed during this reporting period.
3. Regression was not noted, but it is felt that regression would occur if extended school year (ESY) services were not provided. The attached IEP objectives indicate where severe regression could occur without ESY.
4. There has been no opportunity to observe regression (e.g. new student). The attached IEP objectives indicate where severe regression will probably occur without ESY.

These judgments are based upon (check all that applies):

- Professional judgment
- Classroom documentation
- Severity of disability condition
- Parent report
- Other: _____

RECOMMENDATION FOR TYPES OF SERVICES:

Teacher Signature

Date

TO:
FROM:
RE: Excusal from ARD meeting

RELATED SERVICES EXCUSAL FORM

Name of Student: _____ Case Manager: _____

Proposed ARD Date: _____

In regard to the related service of: _____ Speech Therapy
_____ Occupational Therapy
_____ Physical Therapy
_____ Other: _____

I will not be able to attend the ARD meeting because of the following:

- _____ Previously scheduled therapy session
- _____ Previously scheduled evaluation
- _____ Approved absence from duty
- _____ Required workshop/training participation
- _____ Other: _____

_____ I have spoken with parent regarding progress made by the student and my recommendations.

_____ I have NOT spoken with the parent.

My recommendation(s) is/are:

_____ Continue services as follows: (Be specific such as 1x week for 30 minutes per session for weeks 1, 3, 5, of the 6 weeks; weeks 2, 4, 6 for observation of transfer of training.)

_____ Dismiss from services effective: _____
(If student is to be dismissed, an assessment or Review of Existing Evaluation Data must be performed at the ARD.)

_____ Re-evaluate by: _____

_____ Other: _____

Report of progress: _____

_____ Related Service Provider

_____ Date

GREGG COUNTY SHARED SERVICE ARRANGEMENT

PHYSICAL FITNESS ASSESSMENT EXEMPTION FORM

Dear Physician:

According to state law, all students in grades 3-12 are required to take a fitness assessment called the Fitnessgram one time per year. The Fitnessgram assessment measured cardio-vascular fitness, muscular strength and flexibility. The assessment is a measure of good health as opposed to athletic ability. The assessment includes the following test components:

- Curl Up
- 90° Push Up
- One-Mile Walk
- Trunk Life
- Shoulder Stretch
- Height & Weight

A school district is not required to assess a student who, as a result of disability or other identified medical condition, is not physically able, or is at risk to take the tests prescribed by the Fitnessgram. If you determine that your patient should not be assessed, please describe the condition(s) below:

Name of Student: _____ Student ID Number: _____

School: _____

FINDINGS AND RECOMMENDATIONS

I have examined _____ and find the following physiological condition(s): _____

Condition is: permanent temporary

Please list any other medical contraindications to physical assessment as described above: _____

Recommendation valid unit _____, 20_____

Signature of Physician: _____ Date: _____

Address: _____ Phone: _____



[Home \(/\)](#) / [Academics \(/academics\)](#) / [Special Populations \(/academics/special-student-populations\)](#)
/ [Special Education \(/academics/special-student-populations/special-education\)](#)
/ [Programs and Services \(/academics/special-student-populations/special-education/programs-and-services\)](#)

School Health and Related Services

The School Health and Related Services (SHARS) program allows Texas local educational agencies (LEAs) and shared service arrangements (SSAs) to request reimbursement for Medicaid health related services. The admission, review, and dismissal (ARD) committee determines SHARS services. Services must be medically necessary and reasonable to ensure that children with disabilities are able to participate in the educational program.

SHARS reimbursement is available for students with parental consent to release identifying information to Medicaid and who meet all of the following requirements:

- 20 years of age and younger
- currently eligible for Medicaid
- enrolled in a public school's special education program
- meet requirements for special education described in the Individuals with Disabilities Education Act (IDEA)
- May current individualized education program (IEP) that prescribes the needed services.

Services covered by SHARS include:

- audiology services
- counseling
- nursing services
- occupational therapy
- personal care services
- physical therapy
- physician services
- psychological services, including assessments
- speech therapy
- specialized transportation as defined by the Health and Human Services Commission (HHSC)

Medicaid Policy Changes Effective Oct. 2022 through Jan. 2023

After inviting stakeholder input, the Texas Medicaid & Healthcare Partnership (TMHP) has posted revisions to SHARS policy.

Major policy changes include:

- SHARS coding is updated;
- Telehealth expansion continues;
- Providers eligible to submit claims for SHARS speech therapy is limited:
 - licensed speech-language pathologists (SLPs) certified by American Speech-Language-Hearing Association (ASHA),
 - SLP's supervised interns and assistants.
- Personal Care Services (PCS) continues to be limited to non-educational support.

A list of these changes (<https://www.tmhp.com/news/2022-08-12-shars-benefits-change-texas-medicare-october-1-2022>) is on the TMHP website.

Major Texas Administrative Code (1TAC §355.8443)
([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=T&app=9&p_dir=P&p_rloc=151346&p_tloc=&p_ploc=1&pg=3&p_tac=&ti=1&pt=15&ch=355&rl=8443](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=T&app=9&p_dir=P&p_rloc=151346&p_tloc=&p_ploc=1&pg=3&p_tac=&ti=1&pt=15&ch=355&rl=8443))
changes include:

SHARS providers must submit interim claims as designed below:

- interim claims for all personal care services that an eligible student receives within the cost report period
 - only 1 claim per PCS service code can be submitted to Medicaid per day;
- interim claims for all eligible specialized transportation trips provided within the cost report period, and
- at least one interim claim for other direct medical services that an eligible student receives within the cost report period.

Provider Service Documentation - Individualized Logs

SHARS providers are required to document service through logs. Guidance for this requirement comes from the Texas Medicaid Provider Procedures Manual (TMPPM). As clarification was requested in the past, the Health and Human Services Commission (HHSC) developed and distributed a Frequently Asked Questions (FAQ) document. The FAQ specifies, "Service log for PCS must include the signature of the individual that provided the PCS. In cases where more than one person provided PCS throughout the day, only one person needs to sign the service log." TEA audits confirm that districts have implemented this guidance in self-contained classrooms. One staff member is chosen to document PCS provided by the classroom staff throughout the day.

The FAQ expired on October 31, 2021. HHSC reminds us that the current guidance document is the November 2021 TMPPM SHARS Handbook. In subsection 2.4, it includes new language regarding documentation requirements:

The SHARS provider's printed name, title, and original handwritten or electronic signature are required components of the service log for all SHARS services, including PCS.

Therefore, there is an expectation that all service providers, including staff in self-contained classrooms, must document their own service. TEA will enforce this expectation for documents created on or after November 1, 2021, when the FAQ expired.

If providers are not able to meet this requirement, the service should not be billed for SHARS reimbursement. Medicaid has an expectation that once providers are aware of the need to modify local practices, those changes should be made. As always, TEA is available to support LEAs as they make this transition.

Enrollment in SHARS

A district must enroll as an active Medicaid provider for SHARS to become eligible to submit claims and receive reimbursement for SHARS Medicaid services. Additional information about becoming a SHARS Medicaid provider (<https://pdf.hhs.texas.gov/acute-care/school-health-and-related-services/five-steps-becoming-school-health-and-related-services-shars-medicaid-provider>) is located on the Health and Human Services Commission website.

Parental Notice and Consent (revised)

Parental notice and consent documents (along with all SHARS records) are a part of the educational record. If a parent or adult student requests copies of documents disclosed to Medicaid, the district must provide it. §34 CFR 99.30 (<https://www.ecfr.gov/current/title-34/subtitle-A/part-99/subpart-D/section-99.30>)

Written Notification Required Prior to Consent and Annually

LEAs and SSAs must provide written parental notification prior to requesting consent and accessing benefits for the first time and annually thereafter. Minimally, it must include all of the following: §34 CFR 300.154(d)(2) (<https://sites.ed.gov/idea/regs/b/b/300.154/d/2>)

1. A statement of the parental consent to access public benefits:

- specifies the personally identifiable information that may be disclosed (e.g., information about the services),
- describes the purpose of the disclosure (e.g., billing for specific IEP services), and
- identifies the agency to which the disclosure may be made (e.g., Medicaid).

2. A statement of "no cost" provisions. The LEA may not:

- require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive a free appropriate public education (FAPE)
- require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for SHARS services, the state or LEA may be required to pay the cost that the parents otherwise would be required to pay;
- use a child's benefits under a public benefits or insurance program if that use would—
 - decrease available lifetime coverage or any other insured benefit;
 - result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school;
 - increase premiums or lead to the discontinuation of benefits or insurance; or
 - risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

3. A statement that the parents have the right to withdraw their consent at any time.

4. A statement that the withdrawal of consent or refusal to provide consent does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

The notification must be written in language understandable to the general public. It must be in the native language or other mode of communication used by the parent, unless it is clearly not feasible to do so. §34 CFR300.503(c) (<https://sites.ed.gov/idea/regs/b/e/300.503>)

Written Consent

LEAs and SAAs must obtain parental consent before releasing a child's personally identifiable information for billing purposes to a public benefits or insurance program for the first time. Minimally, it must include the following: §34 CFR300.154(d)(2) (<https://sites.ed.gov/idea/regs/b/b/300.154/d/2>)

1. A statement of the parental consent to access public benefits:

- specifies the personally identifiable information that may be disclosed (e.g., information about the services),
- describes the purpose of the disclosure (e.g., billing for specific IEP services), and
- identifies the agency to which the disclosure may be made (e.g., Medicaid).

2. A statement indicating that the parent understands and agrees that the public agency may access the child's or parent's public benefits or insurance to pay for specific services identified in the child's IEP.

Annual Cost Report Requirements

Participating agencies are required to submit an annual cost report (<https://pfd.hhs.texas.gov/acute-care/school-health-and-related-services/shars-cost-report-information>) documenting the provider's Medicaid-allowable costs for all SHARS delivered during the federal fiscal year. This is used to reconcile interim payments to total Medicaid allowable costs based on approved cost allocation methodology procedures.

TEA does not dictate this process. HHSC determines these procedures and has clarified the use of parental consent it relates to the cost report (<https://pfd.hhs.texas.gov/sites/rad/files/documents/acute-care/2021/2021-shars-parental-consent-req.pdf>). Questions regarding this process can be directed to HHSC PFD SHARS (ProviderFinanceSHARS@hhs.texas.gov (mailto:ProviderFinanceSHARS@hhs.texas.gov)).

Texas Medicaid Policy: Third Party Liability (TPL) for SHARS Interim Billing

Enrollment in SHARS is optional for districts and parents. Participation does not preclude the district's responsibility to provide a free and appropriate public education to all students with disabilities. Parents/adult students cannot be charged for special education services provided to students with disabilities.

On October 1, 2017, a new policy was instituted. After Medicaid reimburses districts for SHARS services, the state may seek recovery claims from a student's private insurance. The HHSC began a lookback period on SHARS third party liability (TPL) claims on October 1, 2020.

School districts have the responsibility to share the TPL policy with all families participating in the SHARS program. The following steps should be taken:

- Share the policy with parents/adult students. Ensure that they understand their right to withdraw consent to participate in SHARS.
- If parents produce a document they believe is an insurance bill, verify whether the document is a bill. Some documents may include an explanation of benefits (EOB) that may or may not indicate that money is owed. If it is an insurance bill, contact the Texas Medicaid Healthcare Partnership (TMHP) Contact Center at 1-800-925-9126.

Information regarding TPL can be found on the TMHP website: Third Party Liability for SHARS Interim Claims. (https://www.tmhp.com/sites/default/files/microsites/provider-manuals/tmppm/html/index.html#t=TMPPM%2F1_08_Third_Party_Liability%2F1_08_Third_Party_Liability.htm)

Implementation Guidance

Oversight of SHARS is a cooperative effort between TEA and the HHSC. TEA monitor activities intended to ensure adherence to Medicaid standards and ensure the implementation of quality student services.

TEA support includes:

- monitoring compliance with documentation guidelines,
- performing regular desk reviews and field audits,
- providing policy clarifications to districts
- validating data submitted for SHARS billing,
- working to minimize exposure to provider waste, program abuse, and fraud.

The [SHARS Self-Monitoring Tool](https://tea.texas.gov/sites/default/files/SHARS%20Self%20Monitoring%20Tool%282020-2021%29.pdf) (<https://tea.texas.gov/sites/default/files/SHARS%20Self%20Monitoring%20Tool%282020-2021%29.pdf>) is an instrument that can be used to assess a LEA's compliance with SHARS standards. It is relevant to SHARS policy prior to November 2021.

The SHARS Self-Monitoring Tool - Nov. 2021 (https://tea.texas.gov/system/files/shars-self-monitoring-tool-nov-1-2021_0.pdf) is an updated instrument that can be used to assess compliance with the revised SHARS policy.

The SHARS Self-Monitoring Tool - Nov. 2022 (https://tea.texas.gov/system/files/shars-selfmonitoringtool-nov12022_0.pdf) is an updated instrument that can be used to assess compliance with the revised SHARS policy.

Additional Resources and Training

- Texas Medicaid Provider Procedures Manual (TMPPM) (<https://www.tmhp.com/resources/provider-manuals/tmppm>)
 - Vol 1 Provider Enrollment and Responsibilities
 - School Health and Related Services (SHARS) Handbook
- Personal Care Services: What It Is and What It Is NOT (<https://www.hhs.texas.gov/sites/default/files/Personal%20Care%20Services%20Is%20and%20Is%20NOT.pdf>)
- Payment Rates - Interim Billing (<https://pdf.hhs.texas.gov/acute-care/school-health-and-related-services-shars>)
- SHARS Update: Electronic Bulletin Registration (<https://cloud.updates.tea.texas.gov/subscribe>)

- Office of Inspector General (US Department of Health and Human Services) Centers for Medicare and Medicaid Services (CMS)
(<https://oig.hhs.gov/reports-and-publications/oas/cms.asp>)

Contact Information

Angela Foote, M.S.Ed

Phone: 512.463.6639

Email: angela.foote@tea.texas.gov (mailto:angela.foote@tea.texas.gov)

Financial Compliance Division

Phone: (512) 463-9095

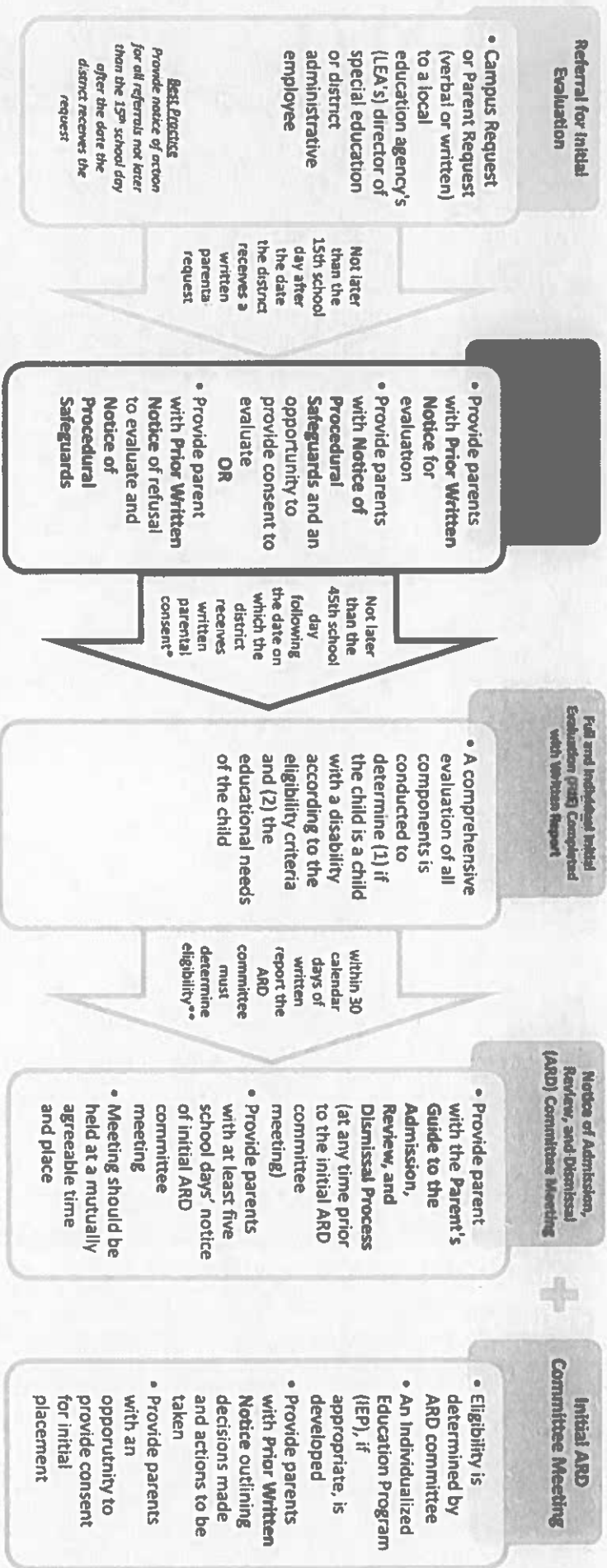
Fax: (512) 463-1777



IF A CHILD FIND IS PROVIDED BY EARLY CHILDHOOD INTERVENTION, REMEMBER 3 IS 3. EVERYTHING MUST BE COMPLETED BY THE CHILD'S THIRD BIRTHDAY.

IF THE REFERRAL IS MADE BY THE PARENT AND ECI IS NOT INVOLVED, THEN THE REGULAR REFERRAL TIMELINES ARE PUT INTO PLACE.

Special Education Initial Referral Timeline



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

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

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

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

Frequently Asked Questions

At what points during the initial referral process is the Notice of Procedural Safeguards required to be provided to parents?

The Notice of Procedural Safeguards must be provided to the parents at the initial referral for a full and individual initial evaluation, and if the LEA provides a notice of refusal to evaluate. [TEA Guidance on Procedural Safeguards Production and Required Dissemination](#)

At what points during the initial referral process is Prior Written Notice required to be provided to parents?

Prior Written Notice is required whenever the LEA proposes or refuses to initiate or change the identification, the evaluation, or education placement of a student. [19 Texas Administrative Code, §89.1050\(h\)](#)

What is considered a “school day”?

A school day is considered any instructional day, including a shortened day, between the first day of school and the last day of school. [19 Texas Administrative Code §89.1011\(g\)](#)

What constitutes the “evaluation process”?

The evaluation process is one which parental consent was obtained, the child was evaluated, and the ARD committee determined the child’s eligibility. [TEA SPP 11 Frequently Asked Questions](#)

When do timelines begin for a verbal request for an initial evaluation?

Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline. [TEA Student Handbook Statement](#)
It is recommended that the LEA develop a plan (operating procedures) for addressing verbal parent requests in a timely manner.

If the student was not found eligible or was previously dismissed from special education but is then referred again for an evaluation in a subsequent school year, is this considered an initial evaluation?

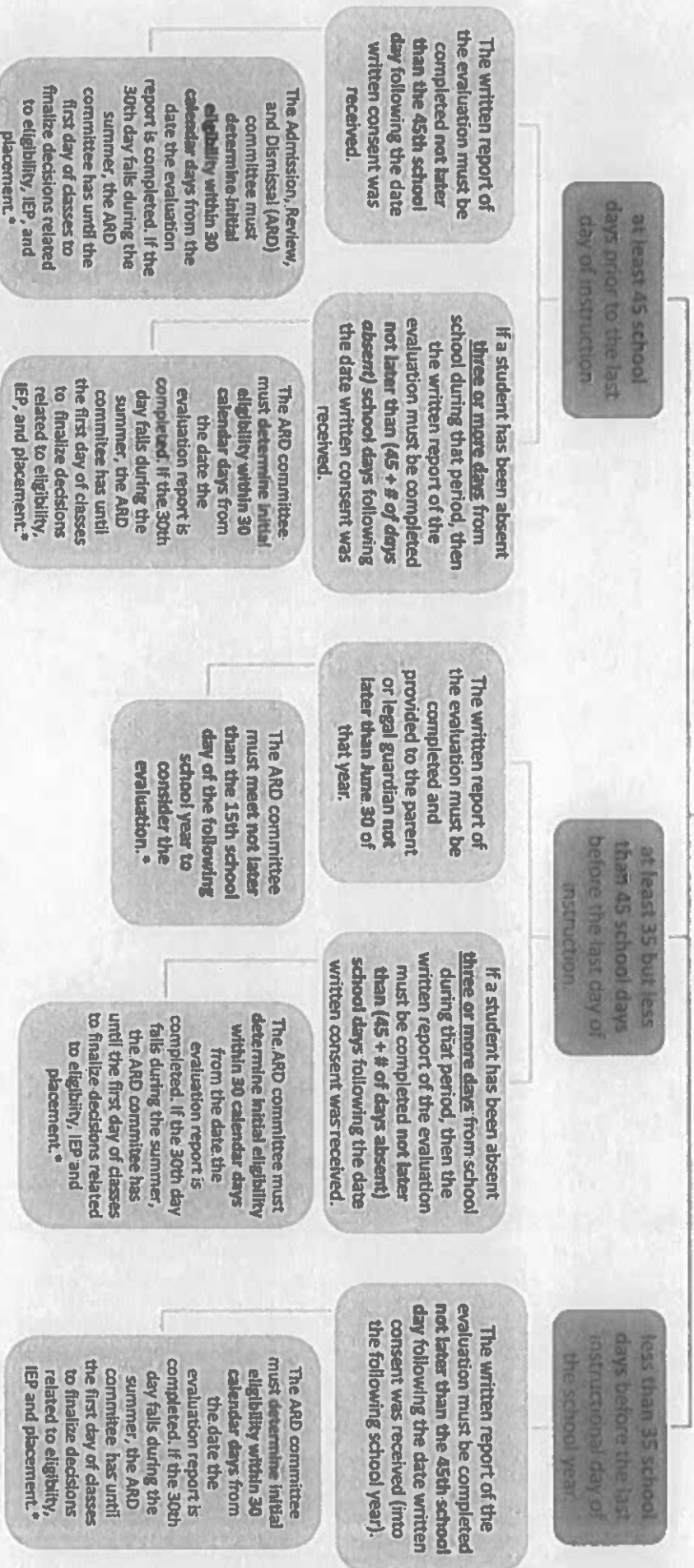
Yes. This would be considered an initial evaluation. [TEA SPP 11 Frequently Asked Questions](#)

What if the consent is obtained at least 35 but less than 45 school days from the last instructional day, but multidisciplinary evaluation team completes the initial evaluation written report early and there are at least 30 calendar days before the last day of school? When is the initial ARD committee meeting to be held?

When the school receives written consent within the 35 but less than 45 school day window found in [§89.1011\(e\)](#), the LEA must provide the written report to the parent by June 30 of the current year, and the ARD committee must meet not later than the 15th school day of the following year. Whether the written report was finished with sufficient time to allow the ARD committee to meet before the end of the current school year under these circumstances is irrelevant. As long as the district meets these timelines—it is in compliance. [19 Texas Administrative Code, §89.1011](#)
However, best practices suggest that a student’s interests are better served by meeting sooner rather than later with respect to the results of an IIE.

Special Education Full and Individual Initial Evaluation (FIE) Timeline

The school district receives written consent for an FIE signed by the student's parent or legal guardian (including students under 5 years of age by September 1 and not enrolled in public or charter schools, and students enrolled in a private or home school setting).



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



Written Parent Request for Referral: Prior Written Notice of the school's proposal to conduct an evaluation or refusal, along with Notice of Procedural Safeguards, must be provided to parent not later than 15 school days from date the written request is received by the school district's special education director or district administrative employee

19 Texas Administrative Code, §89.1011.



Frequently Asked Questions

What is considered as the "first day" of the initial evaluation timeline?

The first day of a full individual and initial evaluation timeline is the first school day following the date written consent is received by the local education agency (LEA) from the parent. 19 Texas Administrative Code, §89.1011(c)(1), Full Individual and Initial Evaluation.

What is considered the date of report in reference to completing an initial evaluation?

The date of report for a full and individual initial evaluation is when the evaluation, including data gathering, has concluded, and the multidisciplinary team has determined if the student meets the criteria for a disability condition and has specified the educational needs of the student. 34 Code of Federal Regulations § 300.301(c)(2).

When are absences added to the initial evaluation timeline?

Absences are added to the initial evaluation timeline once the student has accumulated at least three absences. 19 Texas Administrative Code, §89.1011(c)(1), Full Individual and Initial Evaluation

What if a student transfers to another LEA during the evaluation process?

If a student was in the process of being evaluated for special education eligibility by an LEA and enrolls in another LEA before the previous LEA completed the full individual and initial evaluation, the new LEA must coordinate with the previous LEA as necessary and as expeditiously as possible to ensure a prompt completion of the evaluation in accordance with 34 CFR, §300.301(d)(2) and (e) and §300.304(c)(5).
The original evaluation timeline does not apply if:

- (1) the new LEA is making sufficient progress to ensure a prompt completion of the evaluation; and
- (2) the parent and the new LEA agree to a specific time when the evaluation will be completed. 19 Texas Administrative Code, §89.1011(f), Full Individual and Initial Evaluation

For additional information including more questions and answers please see TEA SPP 11 page

Behavior Odds and Ends

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of student conduct, may assert any of the protections in the DISCIPLINE frameworks if the local educational agency (LEA). The LEA might want to consider a Special Education referral if the behavior warrants of possible evaluation for services.

If the LEA had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred may not discipline as they would with a non-special education student. The LEA is deemed to have knowledge that the child is a child with a disability if before the behavior that precipitated the disciplinary action occurred: 300.534(b)

1. The parent of the child expressed concern in writing to supervisory or administrative personnel of the LEA, or a teacher of the child, that the child is in need of special education and related services; 300.534(b)(1)
2. The parent of the child requested an EVALUATION; or The teacher of the child, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or other supervisory personnel of the LEA.

School personnel may remove the child with a disability who violates the code of student conduct from the child's current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension, **for not more than 10 consecutive school days to the extent those alternatives are applied to children without disabilities.**

School personnel may remove the child with a disability who violates the code of student conduct from the child's current placement for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a DISCIPLINARY CHANGE OF PLACEMENT.

An MDR must be conducted for each offense that would constitute a change of placement (ISS, OSS or DAEP) for each infraction. if the offense is deemed to be a manifestation of the disability the placement change cannot be carried out.

1. The ARDC must seek consent (in writing) from the parent or person standing in parental relation to the student to conduct a functional behavioral assessment of the student if a functional behavioral assessment has never been conducted on the student or the student's most recent functional behavioral assessment is more than one year old; and Review any previously conducted functional behavioral assessment of the student and any behavior improvement plan or behavioral intervention plan developed for the student based on that assessment; and if necessary:

2. Develop a behavior improvement plan or behavioral intervention plan for the student if the student does not have a plan; or if the student has a behavior improvement plan or behavior intervention plan, revise the student's plan. (Behavior improvement plan generally for 504 or RTI)
3. An FBA can be waived by parent or ARDC if it was determined that the behavior is a one-time action (possibly vaping, etc.) this must be documented in the ARD deliberations thoroughly. In an FBA we are looking for a pattern of behaviors. An FBA is conducted when the student's behavior is impeding the student's ability to access instruction.

School personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities, if:

In the MANIFESTATION DETERMINATION review, the behavior that gave rise to the violation of the code of student conduct is determined not to be a manifestation of the child's disability in compliance with the WHEN BEHAVIOR IS NOT A MANIFESTATION framework;

The child with a disability is provided SERVICES DURING PERIODS OF REMOVAL; and the parent of the child with a disability is notified of a DISCIPLINARY CHANGE OF PLACEMENT.

School personnel must provide the parent of the child removed to a disciplinary alternative education program with written notice of the school's obligation to provide the child with an opportunity to complete coursework required for graduation that:

Includes information regarding all methods available for completing the coursework; and the removal is for **not more than 45 school days**.

IF a child makes a threat to harm themselves or others and the threat assessment has deemed them to be a safety issue if they were to remain on their campus and the ARD/IEP committee determined that this is a manifestation of their disability DAEP, that child can still be given a change of placement to DAEP due to the SAFETY ISSUE.

Suspension. (a) The principal or other appropriate administrator may suspend a student who engages in conduct identified in the student code of conduct adopted under Section 37.001 as conduct for which a student may be suspended. (b) A suspension under this section **may not exceed three school days**.

A suspension under this section may not exceed three school days.

(c) A student who is enrolled in a grade level below grade three may not be placed in out-of-school suspension unless while on school property or while attending a school-sponsored or school-related activity on or off of school property, the student engages in:

(1) conduct that contains the elements of an offense related to weapons under Section 46.02 or 46.05, Penal Code;

- (2) conduct that contains the elements of a violent offense under Section 22.01, 22.011, 22.02, or 22.021, Penal Code; or
- (3) selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of:
- (A) marijuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.;
 - (B) a dangerous drug, as defined by Chapter 483, Health and Safety Code; or
 - (C) an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code.

DAEP Policies and Procedures

INTAKE PROCEDURES

Placement

- Student suspended until campus hearing date.
- Campus Principal conducts DAEP hearing and makes determination on placement.
- Appeal by parent will go to the individual home district Superintendent.
- Second appeal will go to individual home district School Board.
- **Placement starts while appeals are in progress.**

Length of Stay and needed supplies

- 30 school days with the opportunity to have timeframe reduced in a 2 good days for 1 schedule: a good day would be measured by attendance, work completion, and behavior
- Student will be sent home for repetitive sleeping, disruptive behavior, or lack of consistent work habits, the day will not count toward a successful day
- Student will have a home district provided Chromebook with access to Edgenuity

Transition

- When assignment is made the parent will receive a GCSDC Policy and Procedures packet.
- Parent contacts GCSDC Principal to schedule Intake meeting.
- Sending campus completes student information packet and sends to GCSDC prior to Intake meeting.

Meeting

Parent and student meet with GCSDC Principal on or before 9:00 am of the first day of placement. Student will attend in the proper dress and be prepared to start placement. Items covered at that meeting will include (but not limited to) the following items:

- Expectations and rules
- Point system
- Contracts signed

Work station is assigned and placement begins.

OUTTAKE PROCEDURES

- Home campus notified of return date.
- Student advised about reporting to office on return to campus.
- Student will meet with campus administration upon return.
- Grades and other information sent to home campus.

RESTRAINTS

Restraint means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a child's body. *Emergency* means a situation in which a child's behavior poses a threat of imminent, serious: Physical harm to the child or property destruction. Training for school employees, volunteers, or independent contractors must be provided according to the following requirements:

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;

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;

The following documentation requirements must be met in a case in which restraint is used by school employees, volunteers, or independent contractors:

On the day restraint is utilized, the campus administrator or designee must be notified verbally or in writing regarding the use of restraint;

On the day restraint is utilized, a good faith effort must be made to verbally notify the parent regarding the use of restraint;

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;

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).

Limited physical contact with the child to promote safety, prevent a potentially harmful action, teach a skill, or to provide comfort does not constitute a restraint. Restraints should be used as a last resort. IF a child has dropped to the floor, the restraint should be released. A child should not be restrained for the use of profanity, noncompliance or threats, there must be an eminent threat of a danger to the child or others in their immediate area.

The law does not contain a provision requiring that the use of physical restraints be expressly authorized by the student's IEP. A parent cannot refuse to have a child restrained due to the emergency situation related to the use of restraint.

It is good practice to allow a student that has been restrained to have access to a quiet place to recover and establish therapeutic rapport. Possibly be able to spend some time with the teacher, nurse or counselor.

TIME-OUT

Time-out can be used to regain self-control, the separate students for a limited time period in a setting that is not locked and from which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object. The room must be at least 50 square feet.

A time-out could be considered to be in the classroom in a separate area or out of the classroom. Texas law allows time-outs in conjunction with positive behavioral supports. If utilized on a recurring basis under Texas law, time-out must be included in the IEP or BIP.

STUDENT CODE of CONDUCT

All students are expected to follow the student code of conduct. In special circumstances the ARD/IEP committee could determine that based on the child's disability the child's intellectual functioning may be so delayed that they would not be deemed able to understand the language of the Student Code of Conduct. A generally rule of thumb might be those children that take the STAAR ALT 2, that are considered to have a significant cognitive impairment, might then also be unable to follow the student code of conduct.

THREAT ASSESSMENT

If the student at risk of suicide also makes a threat of violence to others, the team shall conduct a threat assessment in addition to actions taken in accordance with the district's suicide prevention program.

What factors are considered when conducting a threat risk assessment?

Factors in Threat Assessment

- Identity of the victim or victims.
- Reason for making the threat.
- The means, weapon, and method by which it is to be carried out.
- Date, time, and place where the threatened act will occur.
- Concrete information about plans or preparations that have already been made.

BEHAVIOR INTERVENTION PLAN

A BIP is used to address behavior that is interfering with the learning of the student or others. A BIP is considered when the classroom management strategies or behavioral accommodations are insufficient to address the behavior. The BIP contains the strategies that should be used to reach

replacement behaviors. The BIP describes the problem behavior, the reasons the behavior occurs and the intervention strategies that will address the behavior. A BIP includes positive behavioral interventions, strategies and supports. BIPs are developed based upon the determination of what is the purpose of the behavior and teaching an alternative behavior that meets the student's need in a more acceptable way. This includes making instruction and environmental changes, providing reinforcement, reactive strategies and effective communication. In order for a BIP to be effective, it must be consistently implemented. Consequently, the staff charged with implementing the BIP should be trained on the BIP to ensure that they know the importance of being consistent. **Data needs to be taken as the effectiveness and implementation of the BIP, especially if the child is being disciplined using ISS, OSS or DAEP.**



Technical Assistance:
**Behavior Supports and Guidance
for Students with Disabilities**

Updated October 2022

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The Texas Education Agency has developed this document to provide technical assistance to local education agencies and parents/guardians. The intention of this document is to provide helpful, general information. It does not constitute legal advice nor is it a substitute for consulting with a licensed attorney. The information should not be relied upon as a comprehensive or definitive response to a specific legal situation. This document may not include a complete rendition of federal law.

What is informed consent?



Informed consent is a process where the scope of evaluation or provision of services being proposed is fully explained to the parent/guardian or adult student. Informed means the individual providing consent has a clear and complete understanding of the activity before voluntarily agreeing in writing. It is the legal and ethical responsibility of the professional obtaining consent to ensure the parent/guardian or adult student has been provided all information relevant to the action proposed.

What is required when seeking to obtain informed consent?

Before conducting an initial evaluation, initiating special education services, or conducting a reevaluation, the local education agency (LEA) must:

	<p>Provide <u>prior written notice (PWN)</u> describing all information relevant to the evaluation procedures or services. Giving prior written notice and the opportunity to provide written consent must occur at least five school days before the initiation of the evaluation or implementation of services, unless the parent/guardian or adult student agrees to a shorter timeframe.</p>
	<p>Provide the parent/guardian or adult student with a copy of the <u>Notice of Procedural Safeguards</u>, which includes rights and resources for the parent/guardian or adult student. The Special Education Information Center (SPEDTex) offers the Notice of Procedural Safeguards in many languages.</p>
	<p>Ensure the parent/guardian or adult student is provided all information relevant to the consent, including a clear description of the activity, in his or her native language or mode of communication.</p>
	<p>Confirm the parent/guardian or adult student understands the information and obtain the agreement in writing to all elements of the consent.</p>
	<p>Notify the parent/guardian or adult student that their consent is voluntary and may be revoked at any time. However, if consent is revoked, it does not negate the actions completed prior to the revocation.</p>



Special Education Informed Consent

Quick Guide

Key Points to Remember

- The professional obtaining informed consent is qualified to answer questions and fully explain the information on the consent form and the special education evaluation process/procedures or services.
- Best practice is to obtain informed consent through a face-to-face meeting. If this is not possible, explain the proposed evaluation or services through a phone conference or virtual meeting with the parent/guardian or adult student.
- The responsibility for obtaining informed consent is not met by simply sending paperwork home for the parent to sign. One way to confirm that the parent/guardian or adult student is fully informed is to check for understanding.
- Informed consent must be obtained from a person legally authorized to give consent (i.e., parent, guardian, adult student, or others in special circumstances).
- Informed consent requires an actual signature, not just an agreement. Check your local policies and special education operating procedures for guidance on electronic signatures.



 Legal Resources	 State Resources
<u>The Legal Framework: Consent for Initial Evaluation</u>	<u>Child Find, Evaluation and ARD Supports Network – Initial Evaluations</u>
<u>The Legal Framework: Consent for Services</u>	<u>Texas Education Agency (TEA) Technical Assistance: Child Find and Evaluation</u>
<u>The Legal Framework: Consent for Reevaluation</u>	<u>Texas Standards Required for the Educational Diagnostician Certificate (TEC §239.83) – Standard II</u>
	<u>Texas State Board of Examiners of Psychologists (TSBEP) – Rules of Practice: Informed Consent (22 TAC §465.11)</u>
	<u>Texas Department of Licensing and Regulation (TDLR) – Speech Language Pathologists and Audiologists Rules Standards of Ethical Practice (16 TAC §111.155)</u>



Question and Answer Document

**Review of Existing Evaluation Data
and Reevaluation**



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Special Education Prior Written Notice Quick Guide

What is the purpose of prior written notice?



The purpose of the prior written notice is to ensure that parents/guardians or the adult student are provided all relevant information so that they are fully informed about the actions related to special education identification, evaluation, services, and placements the local education agency (LEA) has proposed or refused to provide.

This includes:

- Providing clear and complete documentation of the proposed or refused actions made;
- Ensuring the parents/guardians or adult student are fully informed of proposed changes to their child's (or their own, if an adult student) educational program; and
- Providing sufficient information to ensure that the parents/guardians or adult student understand the rationale behind an LEA's decision-making regarding a particular proposed or refused action.

What are the notification requirements?



The LEA must provide prior written notice whenever it proposes or refuses to initiate or change the

- Identification of a student,
- Evaluation of a student,
- Educational placement of a student, or
- Provision of a free appropriate public education to the student.

Prior written notice must also be provided to the parent/guardian when

- Ceasing the provision of special education and related services due to the parent's/guardian's or adult student's revocation of consent for services; or
- The student graduates (as this terminates a student's eligibility for special education services and constitutes a change in placement).

Prior written notice must be provided if the LEA is proposing or refusing an evaluation for the child. If the LEA is proposing to conduct an evaluation, the prior written notice **must** include a description of any evaluation procedures it proposes to conduct.



The notice must be written in language understandable to the general public and provided in the native language or other mode of communication used by the parent/guardian or adult student unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent/guardian or adult student is not a written language, the LEA must take steps to ensure that the notice is translated orally or by other means to the parent/guardian or adult student in their native language or other mode of communication; and that they understand the content of the notice.



In Texas, the notice must be provided to the parent/guardian or the adult student at least five school days before the LEA proposes or refuses the action unless the parent/guardian or adult student agrees to a shorter timeframe. In counting school days, the day the prior written notice was provided is not included as part of the five school days.

Special Education Prior Written Notice Quick Guide

Required Contents

A description of the action proposed or refused by the LEA

An explanation of why the LEA proposes or refuses to take the action

A description of each evaluation procedure, assessment, record, or report the LEA used as a basis for the proposed or refused action

Sources for parents/guardians or adult student to get help understanding the provisions of IDEA

A description of other options considered by the ARD committee and the reasons why those options were rejected

A description of other factors relevant to the LEA's proposal or refusal

A statement that parents/guardians of a child with a disability have protections under the procedural safeguards of the IDEA and how parents can obtain a copy of the Notice of Procedural Safeguards

Best Practices

Write individualized descriptions rather than using vague or generic templates.





Write clearly and avoid jargon so that the parents/guardians or adult student can easily understand what the LEA is proposing.

Use the student's name within the notice.

Avoid using terms such as "not applicable" and "none", or leaving sections on forms blank.

Proofread the prior written notice document prior to issuing it to the parents/guardians.

Resources

 Legal Resources	 State Resources
<p><u>Legal Framework - Prior Written Notice</u></p> 	<p><u>Child Find, Evaluation, and ARD Supports Network - Prior Written Notice</u></p> 

Guidance on Identification and Reclassification of Dual-Identified Students

When a student with a disability has been identified or is in the process of being identified as an emergent bilingual (EB)/English learner (EL), the student’s admission, review, and dismissal (ARD) committee must work in conjunction with the language proficiency assessment committee (LPAC) to ensure appropriate identification and reclassification of the student and recommended placement in a bilingual education or English as a second language (ESL) program [19 TAC §89.1226 (h), (l), and (m)]. Note that based on the 2021 legislative session, English learners will be referred to as emergent bilingual students throughout this resource.

This document outlines processes for identification and reclassification of two groups of EB students:

- Emergent bilinguals served through special education, and
- Emergent bilinguals with a significant cognitive disability served through special education.

Student Population	Identification	Reclassification
Students served through special education	Follow standard process in TAC §89.1226, described in Section 1 .	Follow standard process in TAC §89.1226, described in Section 2 .
Students served through special education with a significant cognitive disability*	Follow standard process in TAC §89.1226, described in Section 1 .	Follow individualized process in TAC §89.1226, described in Section 3 .

*See the [TEA STAAR Alternate 2 Resources](#) webpage for a definition of a significant cognitive disability.

Section 1: Identification of Emergent Bilingual Students Also Served Through Special Education

The LPAC in conjunction with the ARD committee will identify a student as an emergent bilingual if the student’s ability in English is so limited or the student’s disabilities are so severe that the English language proficiency assessment described in 19 TAC §89.1226(c) cannot be administered. Local education agencies (LEAs) shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with 19 TAC Subchapter AA (relating to Commissioner’s Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in a bilingual education or ESL program is not refused solely because the student has a disability. Access to special education and bilingual or ESL services may not be restricted or denied due to limited staffing, scheduling, or other reasons of administrative convenience.

Section 2: Reclassification of Emergent Bilingual Students Also Served Through Special Education

Under 19 TAC §89.1226 (i), districts are required to use the current year's Emergent Bilingual/English Learner Reclassification Criteria Chart located on the [TEA Bilingual/ESL Programs](#) webpage to reclassify emergent bilingual students as English proficient at the end of the school year.

- This standardized process for reclassification applies to the majority of emergent bilingual students who are also eligible for special education services.
- The standard reclassification criteria include three components:
 - English Language Proficiency Assessment
 - State Standardized Reading Assessment
 - Subjective Teacher Evaluation, using the [Emergent Bilingual/English Learner Reclassification Rubric](#)
- The annual review of student progress and decision to reclassify must be conducted through coordination of the LPAC and ARD committee.

Section 3: Individualized Reclassification of Emergent Bilingual Students with a Significant Cognitive Disability Who Are Also Served Through Special Education

For an emergent bilingual student with a significant cognitive disability, the LPAC in conjunction with the ARD committee may determine that the state's English language proficiency assessment for reclassification is not appropriate because of the nature of the student's disabling condition.

In these rare cases, an EB student with a significant cognitive disability (determined by the ARD committee) who is receiving special education services may qualify to be reclassified using permitted criteria under 19 TAC §89.1226 (m). Only students meeting the definition of a student with a significant cognitive disability, defined in the [STAAR Alternate 2 eligibility and participation requirements](#), shall be considered for this individualized reclassification process.

The LPAC in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment (TELPAS Alternate) and shall determine an appropriate performance standard requirement for reclassification by language domain under 19 TAC §89.1226 (i)(1).

It is important to note that this process is to be used to address the needs of an individual student, not groups of students. Typically, very few students will qualify for reclassification using these criteria. The individualized reclassification process shall be conducted as described in the **three steps below**.

Step 1: Evaluate Whether a Student Qualifies for the Individualized Reclassification Process

During the student's annual ARD meeting, the LPAC in conjunction with the ARD committee evaluates whether the state's English language proficiency assessment for reclassification is appropriate because of the nature of the student's disabling condition. The ARD committee with the LPAC representative discuss whether the student is eligible for the individualized reclassification process.

Reminders:

- The LPAC representative in the ARD committee should be one who is familiar with the student's current progress and needs, such as a bilingual or ESL teacher with in-depth knowledge of the student's second language acquisition and academic achievement.
- The student must be identified as having a significant cognitive disability in order to be considered for the individualized reclassification process.
- Caution should be exercised when considering reclassification of students in grades 1-2. It may be premature in these grades to consider reclassification due to developmental factors related to emergent language and literacy. Additionally, in early grades, it is often difficult to know the effect of the student's disability on long-term prospects for second language acquisition.

Step 2: Specify Assessments and Individualized Reclassification Criteria

If the LPAC in conjunction with the ARD committee determines that the student qualifies for the individualized reclassification process, they will then specify the assessments and individualized criteria for reclassification. The meeting shall take place as early in the current school year as possible or at the end of a school year to be applied in the next school year. The meeting must occur prior to the student's participation in the identified assessments.

During the review of assessment information in the individualized education program (IEP), the ARD committee with LPAC representation will make reclassification criteria recommendations based on the information below and update the documented individualized reclassification criteria decisions in the IEP:

Grade 1

English Language Proficiency Assessment – TELPAS

- Determine, by language domain and TELPAS Proficiency Level, individualized criteria for reclassification, based on the student's language proficiency and disability.
- TELPAS exemptions by language domain *are permitted* if the student is unable to participate appropriately due to the disabling condition.

State Standardized Reading Assessment

For students eligible for individualized reclassification criteria, the state's norm-referenced standardized achievement test used in the standardized reclassification criteria is not required for this grade level.

Subjective Teacher Evaluation

The student's teacher will complete the Emergent Bilingual/English Learner Alternate Reclassification Rubric.

Grade 2

English Language Proficiency Assessment – TELPAS Alternate

- Determine, by language domain and TELPAS Proficiency Level, individualized criteria for reclassification, based on the student's language proficiency and disability.
- Exemptions by language domain *are NOT permitted* for students taking TELPAS Alternate.

State Standardized Reading Assessment

For students eligible for individualized reclassification criteria, the state's norm-referenced standardized achievement test used in the standardized reclassification criteria is not required for this grade level.

Subjective Teacher Evaluation

The student's teacher will complete the Emergent Bilingual/English Learner Alternate Reclassification Rubric.

Grades 3-10

English Language Proficiency Assessment – TELPAS Alternate

- Determine, by language domain and TELPAS Proficiency Level, individualized criteria for reclassification, based on the student's language proficiency and disability.
- Exemptions by language domain *are NOT permitted* for students taking TELPAS Alternate.

State Standardized Reading Assessment – STAAR Alternate 2

- STAAR Alternate 2 is an assessment based on alternate academic achievement standards. State assessment standards must be used for all academic assessment requirements.
- Further modification of performance standards on academic content assessment *is NOT permitted*.

Subjective Teacher Evaluation

The student's teacher will complete the Emergent Bilingual/English Learner Alternate Reclassification Rubric.

Grades 11-12

English Language Proficiency Assessment – TELPAS Alternate

- Determine, by language domain and TELPAS Proficiency Level, individualized criteria for reclassification, based on the student's language proficiency and disability.
- Exemptions by language domain *are NOT permitted* for students taking TELPAS Alternate.

State Standardized Reading Assessment

For students eligible for individualized reclassification criteria, the state's norm-referenced standardized achievement test used in the standardized reclassification criteria is not required for this grade level.

Subjective Teacher Evaluation

The student's teacher will complete the Emergent Bilingual/English Learner Alternate Reclassification Rubric.

Reminders:

- Individualized reclassification criteria must consider and include documented evidence in the student's IEP that, because of the nature of the student's significant cognitive disability, the student is not expected to be able to attain English language proficiency in one or more domains and no longer appears to benefit from second language acquisition support to address the student's cognitive, linguistic, and affective needs (or is expected to reach that point during the school year).

- Evidence must include both historical formal and informal assessment data and direct teacher input. Ongoing informal assessment data may come from checklists, inventories, and other formative evaluations designed to identify the levels of academic functioning and English language proficiency of the student. The input of appropriate certified or licensed evaluation personnel may be requested, as necessary, to help determine whether individualized reclassification criteria are warranted. Direct teacher input should provide further insight into the student's classroom performance and needs, and include, if applicable, documentation of response to intervention, anecdotal notes, and other evidence drawn from sources such as classroom-based observations and classroom activities.

Step 3: Determine and Document Whether the Student Has Met Reclassification Based on the Individualized Criteria

At the end of the year, the LPAC in conjunction with the ARD committee meet to review the assessment results and subjective teacher evaluation to determine whether the student has met the individualized reclassification criteria set earlier in the school year or at the end of the previous school year.

Reminders:

- These reclassification determination decisions must be made at the end of the school year, as required by 19 TAC §89.1220 (g).
- If the decision is made to reclassify the student based on the assessment results and subjective teacher evaluation using the Emergent Bilingual/English Learner Alternate Reclassification Rubric, the ARD committee with LPAC representation documents in the IEP and the student's permanent record file the reclassification of the student from emergent bilingual to English proficient, entering the student into two years of monitoring.
- Along with the decision to reclassify, the LPAC in conjunction with the ARD committee also makes the recommendation to exit the student from bilingual or ESL program services or to continue participation if participating in a dual language immersion program. As required under 19 TAC §89.1220 (l)(1)(H), notification of reclassification is sent to the student's parents/guardians and program exit or continuation may occur when parental approval is received.

Note: Due to the requirements of the Family Educational Rights and Privacy Act (FERPA), schools must take care to ensure that staff members protect student confidentiality when discussing special education issues. Each member of the LPAC shall sign an oath of confidentiality because of testing results and other information that is shared and analyzed. This is a requirement due to each student and his or her family's right to confidentiality. When reviewing progress of an emergent bilingual student with a significant cognitive disability during an LPAC meeting (which may include a parent other than the parent of the child), the LPAC shall share only limited information regarding student assessments results, namely did or did not meet reclassification criteria based on the ARD committee with LPAC representation decisions.

Child Find Duty Quick Guide

What is Child Find?



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

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

What are the local education agency's (LEA) responsibilities?

	Develop written local policies and operating procedures
	Engage in public and parent/guardian awareness activities, including partnering with primary referral sources
	Notify parents by providing the Right to Information Statement annually
	Conduct school-wide screenings
	Ensure appropriate and timely referrals for evaluation
	Coordinate with other agencies, including Early Childhood Intervention (ECI)
	Maintain and report accurate data
	Provide training and professional development to all staff

Child Find Duty Quick Guide

Key Points to Remember



Child Find is not a passive process. LEAs should not wait for others to refer students for special education services. LEAs must seek out Individuals with Disabilities Education Act (IDEA) eligible students.



A public awareness campaign should target a wide variety of people who may work with the student, such as parents/families, daycares, summer camps, physicians and medical clinics, and religious institutions.





Referrals for an initial evaluation should not be delayed or denied because pre-referral interventions have not been implemented with a student. **If there is a basis to suspect a student has a disability and needs special education and related services based on this disability, the student must be referred for an evaluation.**



Parents must be notified annually of the options and requirements for assisting students who may need special education services. The notice includes the rights of a child and the general process available to initiate a referral for a full individual and initial evaluation to determine the child's eligibility for special education services.



Coordination with other agencies, such as Early Childhood Intervention (ECI) is essential, particularly for children from birth to three years of age.

 Legal Resources	 State Resources
<p><u>The Legal Framework for the Child-Centered Special Education Process: Child Find Duty</u></p> <p><u>The Legal Framework for the Child-Centered Special Education Process: Ages 0-5</u></p> <p><u>The Legal Framework for the Child-Centered Special Education Process: Children in Private Schools</u></p>	<p><u>Child Find, Evaluation and ARD Supports Network</u></p> <p><u>TEA Technical Assistance: Child Find and Evaluation</u></p>

Special Education Referral for Initial Evaluation Quick Guide

What Are Procedures for a Referral for an Initial Evaluation Request?



The local education agency (LEA) must develop procedures for receiving referrals for an initial evaluation to determine if a student has a disability. Procedures are **clearly written descriptions of the LEA's processes** for receiving initial referrals from a parent, legal guardian, school staff member, or anyone involved in the care or education of the child. Procedures explain **whom to contact** when making a referral, **the staff responsible** for each step, **data to be reviewed**, **considerations** for decision-making, **the timeline** for response, and the **possible outcomes** of the referral.

What is required?

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



The LEA is required to annually distribute the Right to Information statement informing parents of their right to request a special education evaluation at any time. The LEA may include the statement in the student handbook or may disseminate the statement through a letter or newsletter to each parent.



The LEA must ensure evaluations of children suspected of having a disability are **not delayed** due to participating in Multi-Tiered Systems of Support (MTSS) or Response to Intervention (RtI). The campus can continue or initiate interventions throughout the evaluation process.



If a parent submits a **written request** in English, or any other language, for a full and individual initial evaluation (FIIE) to the LEA's director of special education or to a district administrative employee, the LEA **must respond to the written request not later than 15 school days from the date the request is received** by providing the parent with prior written notice (PWN), a copy of the Notice of Procedural Safeguards, and the opportunity to give written consent for the evaluation. Or the LEA must provide the parent with PWN refusing the evaluation and a copy of the Notice of Procedural Safeguards.



If a parent **verbally requests** an FIIE, the response is the same as when requested in writing but does not have to occur within the 15 school day timeline.



Special Education Referral for Initial Evaluation Quick Guide

Considerations for Operating Procedures

Review your LEA's special education operating procedures that address Child Find and Initial Referrals for Special Education. The LEA's operating procedures should address the following.

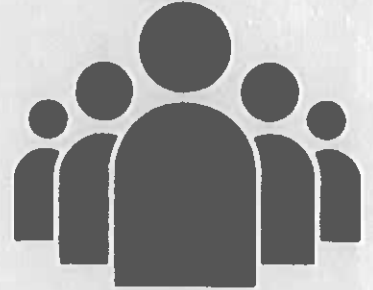


- Safeguards to ensure students are referred regardless of participation in MTSS/RtI
- Procedures for how to initiate a referral for special education services and the steps taken when a referral is made
- Procedure for informing parents and guardians about how to request an initial referral for special education services
- Decision-making process for proposing or refusing to evaluate a student for special education services (consider using the [Student Data Review Guide](#))
- How school personnel are trained no less than annually on the special education referral process
- How outside evaluations are considered as part of the referral process
- Process for scheduling evaluations for students placed in private or home school settings
- Procedures to follow for special education evaluation referrals for children ages 3-4 years

 Legal Resources	 State Resources
<p><u>The Legal Framework: Child Find Duty</u></p> <p><u>The Legal Framework: Referral for Possible Special Education Services</u></p>	<p><u>TEA Guidance</u></p> <ul style="list-style-type: none">• <u>Technical Assistance: Child Find and Evaluation</u>• <u>Special Education Operating Procedures 2020 Webinar</u>• <u>MTSS Questions and Answers</u>

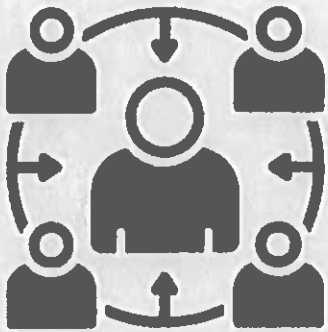
What is an ARD Committee Manager?

An ARD committee manager is a staff member who facilitates or leads ARD committee meetings and helps meet local, state, and federal guidelines for students being considered for or receiving special education and related services. This staff member often acts as a liaison during the ARD committee process between school personnel and a student's parents or guardians. Other common job titles for this position include ARD Committee Facilitator, ARD Committee Chair, and Child-Centered Process Liaison. Position titles may vary from one local education agency (LEA) to another.



What are some advantages of utilizing ARD Committee Managers?

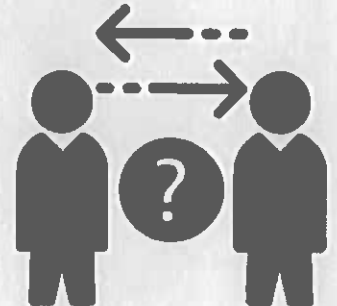
- Freeing up time for evaluation staff to focus their expertise on evaluation, direct services to students, consultation with staff, and participation on student intervention teams
- Improved compliance with federal and state special education requirements and local procedures
- Increased staff support to assist with consistent IEP development and implementation and documentation
- Consistent communication with staff and families from a central point of contact
- Streamlined ARD meeting scheduling by a designated point of contact
- Improved consistency in following ARD committee process and procedures
- Technical Support for staff working in the LEA's special education data management system



What is the difference between an ARD Committee Manager and IEP Facilitation?

The title “ARD Committee Manager” or “ARD Committee Facilitator” should not be confused with the term “facilitated IEP” or “IEP facilitation”.

IEP facilitation is a method of alternative dispute resolution that involves the use of a trained facilitator to assist an ARD committee in developing an IEP for a student with a disability. The assigned IEP Facilitator is not a member of the ARD committee and has no decision-making authority over the ARD committee meeting.



What are typical roles and responsibilities of ARD Committee Managers?

- Scheduling and mailing notices for ARD committee meetings
- Gathering relevant student data, such as, grades, attendance, behavior reports, progress monitoring data, universal screening results, previous and current evaluation reports
- Preparing and finalizing required ARD committee paperwork
- Facilitating the ARD committee meeting
- Sending completed Individualized Education Program (IEP) documents to the parents or guardians and archiving in accordance with LEA procedures
- Supporting families and school personnel with special education questions
- Assisting classroom teachers with understanding and documenting the receipt of students' IEP paperwork
- Complying with requirements established by federal and state law, state board of education (SBOE) rules, local board policies, and special education operating procedures

Resources:

[Parent's Guide to the Admission, Review, and Dismissal Process](#)
[Legal Framework - ARD Committee Membership](#)

Weekly Behavior Intervention Plan (BIP) Data Sheet

STUDENT: _____ TEACHER: _____ SUBJECT: _____ PERIOD: _____

MONDAY ____/____/____	TUESDAY ____/____/____	WEDNESDAY ____/____/____	THURSDAY ____/____/____	FRIDAY ____/____/____
# OF DISRUPTIONS <small>(circle one)</small> NONE 1-3 4-5 5+	# OF DISRUPTIONS <small>(circle one)</small> NONE 1-3 4-5 5+	# OF DISRUPTIONS <small>(circle one)</small> NONE 1-3 4-5 5+	# OF DISRUPTIONS <small>(circle one)</small> NONE 1-3 4-5 5+	# OF DISRUPTIONS <small>(circle one)</small> NONE 1-3 4-5 5+
BEHAVIORS OBSERVED <input type="checkbox"/> None <input type="checkbox"/> Non-Compliance <input type="checkbox"/> Verbal Aggression <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Self-Injurious Behaviors <input type="checkbox"/> Other: _____	BEHAVIORS OBSERVED <input type="checkbox"/> None <input type="checkbox"/> Non-Compliance <input type="checkbox"/> Verbal Aggression <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Self-Injurious Behaviors <input type="checkbox"/> Other: _____	BEHAVIORS OBSERVED <input type="checkbox"/> None <input type="checkbox"/> Non-Compliance <input type="checkbox"/> Verbal Aggression <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Self-Injurious Behaviors <input type="checkbox"/> Other: _____	BEHAVIORS OBSERVED <input type="checkbox"/> None <input type="checkbox"/> Non-Compliance <input type="checkbox"/> Verbal Aggression <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Self-Injurious Behaviors <input type="checkbox"/> Other: _____	BEHAVIORS OBSERVED <input type="checkbox"/> None <input type="checkbox"/> Non-Compliance <input type="checkbox"/> Verbal Aggression <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Self-Injurious Behaviors <input type="checkbox"/> Other: _____
BIP STRATEGIES USED <input type="checkbox"/> First This, Then That <input type="checkbox"/> Consequence Choice <input type="checkbox"/> Breathing/Relaxation Techniques <input type="checkbox"/> Positive Reinforcement <input type="checkbox"/> Cool-Off Period <input type="checkbox"/> Sensory Break <input type="checkbox"/> Scheduled Restroom Breaks Other: _____	BIP STRATEGIES USED <input type="checkbox"/> First This, Then That <input type="checkbox"/> Consequence Choice <input type="checkbox"/> Breathing/Relaxation Techniques <input type="checkbox"/> Positive Reinforcement <input type="checkbox"/> Cool-Off Period <input type="checkbox"/> Sensory Break <input type="checkbox"/> Scheduled Restroom Breaks Other: _____	BIP STRATEGIES USED <input type="checkbox"/> First This, Then That <input type="checkbox"/> Consequence Choice <input type="checkbox"/> Breathing/Relaxation Techniques <input type="checkbox"/> Positive Reinforcement <input type="checkbox"/> Cool-Off Period <input type="checkbox"/> Sensory Break <input type="checkbox"/> Scheduled Restroom Breaks Other: _____	BIP STRATEGIES USED <input type="checkbox"/> First This, Then That <input type="checkbox"/> Consequence Choice <input type="checkbox"/> Breathing/Relaxation Techniques <input type="checkbox"/> Positive Reinforcement <input type="checkbox"/> Cool-Off Period <input type="checkbox"/> Sensory Break <input type="checkbox"/> Scheduled Restroom Breaks Other: _____	BIP STRATEGIES USED <input type="checkbox"/> First This, Then That <input type="checkbox"/> Consequence Choice <input type="checkbox"/> Breathing/Relaxation Techniques <input type="checkbox"/> Positive Reinforcement <input type="checkbox"/> Cool-Off Period <input type="checkbox"/> Sensory Break <input type="checkbox"/> Scheduled Restroom Breaks Other: _____
BIP SUCCESSFUL? <input type="checkbox"/> NOT AT ALL <input type="checkbox"/> ALL OF THE TIME <input type="checkbox"/> SOME OF THE TIME	BIP SUCCESSFUL? <input type="checkbox"/> NOT AT ALL <input type="checkbox"/> ALL OF THE TIME <input type="checkbox"/> SOME OF THE TIME	BIP SUCCESSFUL? <input type="checkbox"/> NOT AT ALL <input type="checkbox"/> ALL OF THE TIME <input type="checkbox"/> SOME OF THE TIME	BIP SUCCESSFUL? <input type="checkbox"/> NOT AT ALL <input type="checkbox"/> ALL OF THE TIME <input type="checkbox"/> SOME OF THE TIME	BIP SUCCESSFUL? <input type="checkbox"/> NOT AT ALL <input type="checkbox"/> ALL OF THE TIME <input type="checkbox"/> SOME OF THE TIME
ANY NEW BEHAVIORS?	ANY NEW BEHAVIORS?	ANY NEW BEHAVIORS?	ANY NEW BEHAVIORS?	ANY NEW BEHAVIORS?

Comments or Concerns: _____

GOOD THINGS TO CONSIDER

One on one aide – Parent requests a one-to-one aide. Or some other service that the district has not done before.

What not to say:

1. No Way!!
2. We've never done that before.
3. That's too expensive.
4. If we did that for your child, we would have to do it for 75 others. We can't do that.
5. The superintendent/principal/director will have to approve that.
6. Have you looked at housing in our neighboring district? They have some wonderful programs!

Instead use this answer:

1. Let me take that to the ARD committee. The ARDC will review the evaluation data to see if that's something your child NEEDS in order to receive FAPE. If you child needs it, the school will provide it.

Four critical components to that answer: ARD, Evaluation data, Need and FAPE.

ABA or similar proposed therapies – The district may refuse to use a specific method preferred by the parent if the child is making adequate progress with the methods employed by the school.

Change of placement to a more restrictive environment – The district must consider an overall academic record-based review. This should be a fact-intensive, individualized, holistic approach taking into account "test scores, percentile rankings, IEP progress reports, testimony from qualified professionals, and the like. Similarly, for behavior, you must consider a change from general education to in class supports, resource, etc., before you consider an extreme placement change to a self-contained classroom.

A View of the Continuum

- General Education with no special services or supports
- General Education with direct services and supports in the classroom
- Pull-out special education services for a small portion of the school day
- Special education classes with opportunities for mainstreaming
- Self-contained on or off home campus
- Homebound or One on One Aide
- Residential Placement

For children in the more restrictive environments are there opportunities for them to engage with age level peers? Lunch with general education peers in the student's classroom, playground and lunch in the cafeteria with peers, peer tutor program, PE and other Specials with peers, School Field trips, School assemblies

Evaluations: If a parent is not satisfied that the student did not receive a label of Autism for example, review the Autism supplement and implement any areas that the parent may have a concern about.

HB 3928

In instances where a student evaluated by an LSSP (School Psychologist) or diagnostician is found to not have dyslexia, an employee of the district with special knowledge of dyslexia and interventions **must be included in the interpretation of the evaluation data and co-sign the evaluation.**

If a student needs additional instruction as a result of having dyslexia, the ARD committee must consider the student is eligible for an IEP as a student with a disability; and document the instruction in the IEP that Aligns with the Texas Dyslexia Handbook.

HB 3803: Retention

Allows for a parent or guardian to elect for a student to repeat Pre-kindergarten, kindergarten or grades 1-3.

This bill adds subsection c which allows for courses taken for high school credit, a parent or guardian may elect for a student to repeat any course in which the student was enrolled in during the previous school year.

If the school district determines that the student has met all the requirements for graduation, that the parent or guardian may not elect for student to repeat a course under this subsection.

Bullying

Be especially sensitive to any reports of bullying by a student or parent!! Make sure that the incidents have been investigated, consider developing a Safety Plan. The tides have shifted, just making accommodations for the child that is being bullied may not be the best choice. Accommodations may need to be put into place for the child that has been identified as the bully. For example: The bully might have to take part in a bully-prevention presentation, participate in social-skills sessions, and have weekly check-ins with a teacher to ensure no negative interactions between him and other students. Spend recess indoors for one month and, thereafter spend recess in an assigned zone away from the targeted child. Eat lunch with his new classroom in an assigned seat and walk in and out of lunch with a designated staff

person to ensure he remained separated from his target. Possibly be escorted to and from classes.

Note that a student cannot be absent on the initial date of entry on the campus.

4.4 Special Education Dismissal Procedure

A student is dismissed from special education and related services when the ARD committee determines the student is no longer a child with a disability and, therefore, no longer eligible for special education services. A student is also no longer eligible for special education and related services if the student's parent revokes consent in writing for the student's receipt of special education services.¹¹²

After the ARD committee determines that a student is no longer a child with a disability, the district must provide the student's parent with prior written notice that it proposes to change the student's eligibility determination. A district must also provide the parent with prior written notice upon receipt of the parent's written revocation of consent for the continued provision of special education services. The district must provide prior written notice at least five school days before special education services will be discontinued, unless the parent agrees otherwise.¹¹³ A school must not discontinue services until prior written notice has been provided. The ARD committee must provide the effective date of the special education and related services dismissal to appropriate district personnel as soon as possible, and district personnel must record the effective date of the special education and related services dismissal in the attendance accounting system. **The effective date, which is stated in the IEP, the prior written notice, or both, is the date that special education and related services end.**

4.5 Special Education Services for Private or Home School Students Who Are Eligible for and in Need of Special Education

Per 19 TAC §89.1096, Provision of Services for Students Placed by their Parents in Private Schools or Facilities, the amount and type, if any, of special education and related services made available by your district to students with disabilities placed in private schools or facilities are determined based on ongoing consultation with representatives of the private school and representatives of parentally placed private school students with disabilities and a proportionate share calculation.¹¹⁴

See TEA's Guidance on Parentally Placed Private School Children with Disabilities web page at <http://tea.texas.gov/index2.aspx?id=2147492070> for more information.

4.5.1 Private or Home School Students Aged Three or Four Years

If an ARD committee determines that a private or home school student three or four years of age is eligible for special education and related services, the parent may enroll the student in public school, "dual enroll" the student, or decline to have the student enroll in public school. For more information, see 4.9.9 ECSE Services and Private or Home School Student Aged Three or Four Years and in Need of Special Education.

¹¹² 34 CFR, §300.9(c)(3); 34 CFR, §300.300(b)(4)

¹¹³ 34 CFR, §300.300(b)(4) and §300.503; 19 TAC §89.1050(h)

¹¹⁴ 34 CFR, §§300.130–300.144

4.5.2 Private or Home School Students Aged Five through 21 Years

If an ARD committee determines that a private or home school student five through 21 years of age is eligible for special education and related services, the parent may enroll the student full time in public school.

If the parent does not do this, your school district must make the special education and related services available as provided for in 19 TAC §89.1096. Since the obligation of your district to provide special education and related services is limited, and any services provided will be under a services plan, not an IEP, these students will not generate ADA. However, **students receiving services under a services plan** should be entered into TSDS PEIMS with an ADA eligibility code of 0 – Enrolled, Not in Membership, and counted on the **last Friday of October for the TSDS PEIMS Fall submission** child count snapshot for data reporting purposes.

4.6 Interim Alternative Educational Placements

Special education services must be provided as outlined in the student's IEP while the student is placed in an appropriate disciplinary alternative education setting (for example, in-school suspension or DAEP). Special education contact hours should be claimed only if the IEP services are provided. If the IEP special education services are not provided, special education contact hours must not be claimed. This restriction includes short-term removals of not more than 10 consecutive or cumulative school days. (See 10.6.2 Disciplinary Removals of Students with Disabilities for more information on disciplinary removals of students with disabilities.)

4.7 Instructional Setting Codes

This subsection provides a description of each instructional setting and the numeric code that is used to report that setting in the local attendance accounting system and TSDS PEIMS. (See code table C035, TSDS PEIMS Data Standards, available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.)

Student Detail Reports must contain an instructional setting code for any student receiving special education and related services. A student may be funded for only one instructional setting for special education at any given time, with the exception of a student who receives services through an instructional setting with a code other than 00 and also receives speech therapy. Speech therapy may be combined with any other instructional setting.¹¹⁵

A student's ARD committee is responsible for determining the appropriate educational placement, including the appropriate instructional setting, for implementing a student's IEP. The committee's determination must be based on the individual needs of the student in accordance with federal and state laws, rules, and regulations.

In developing a student's IEP, the ARD committee should base the determination of the appropriate instructional setting code for the student on the percentage of the **instructional day** that the student

¹¹⁵ In Texas, speech-language therapy services are considered an instructional service. This means that speech therapy can be a stand-alone service (student does not receive any other service that is provided through an instructional arrangement/setting). Speech therapy can also be a related service (student receives speech therapy in addition to another service that is provided through an instructional arrangement/setting).