OPERATING PROCEDURES

FREE APPROPRIATE PUBLIC EDUCATION COMPOSITE

Kirbyville CISD **121905**

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Related Resources:

- DETERMINATION OF ELIGIBILITY
- PRESENT LEVELS
- ANNUAL GOALS
- SPECIAL FACTORS:
  - Assistive Technology
  - Autism
  - Behavior
  - Blind or Visually Impaired
  - Deaf or Hard of Hearing
  - Limited English Proficiency
- STATE AND DISTRICTWIDE ASSESSMENTS
- SUPPLEMENTARY AIDS AND SERVICES, SPECIAL EDUCATION, AND RELATED SERVICES
- EXTENDED SCHOOL YEAR SERVICES

Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

PROCEDURES:

Determination of Eligibility

- Upon completion of the Full Initial Individual Evaluation (FIIE), the Initial ARD/IEP committee must determine whether:
  - The child has a disability; and
  - By reason of the disability, the child needs special education and related services.
- A child must not be determined to have a disability for the following reasons;
  - Lack of appropriate instruction in reading, including in the essential components of reading instruction as defined in the Elementary and Secondary Education Act
    - Phonemic awareness
    - Phonics
    - Vocabulary development
    - Reading fluency, including oral reading skills, and
    - Reading comprehension strategies
  - Lack of appropriate instruction in math; or
  - Emergent bilingual
- The district will provide the parent or guardian with a copy of the evaluation report no later than 5 school days prior to the initial ARD/IEP meeting. The evaluator will contact the parent to review the results of the evaluation prior to the meeting. These steps will be documented in the contact log of the special education software.
- If staff have questions about questions about the recommendations for a student regarding the determined disability condition(s) and the need for special education and related services in the

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FIIE or reevaluations, they can contact the person that completed the evaluation or the Director of Special Education.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

- Special Education Teachers are trained in the Standards-Based IEP Process. This process requires that PLAAFPs address the strengths and needs of the student based on current data, including the FIE. The process also requires a description of how the disability impacts the student's access and progress in the general curriculum.
- The Director of Special Education, diagnosticians, ARD facilitators, and Speech Language Pathologist will be randomly auditing IEPs using the most current TEA Desk Review Rubric. This will include reviewing PLAAFPs in the IEP.

Annual Goals

- Special Education Teachers are trained in the Standards-Based IEP Process. This process identifies how to determine baseline data to write an annual goal, how to measure progress on an annual goal, and how to document the progress.
- The Director of Special Education, diagnosticians, ARD facilitators, and Speech Language Pathologist will randomly audit IEPs using the most current TEA Desk Review Rubric. This will include reviewing annual goals and objectives to check for compliance.
- The IEP developed by the ARD committee for each student with a disability must comply with the requirements of 34 Code of Federal Regulations (CFR) 300.320 and 300.324, and include all applicable information under Texas Education Code (TEC) 29.0051.
- To be considered a measurable annual goal under 34 CFR 300.320(a)(2), a goal must include the components of a timeframe, condition, behavior, and criterion. While at least one measurable goal is required, the number of annual goals will be determined by the ARD committee after reviewing the student's PLAAFP.
    - Annual goals are also required in the following circumstances:
        - When the content of subject/course is modified, whether it is taught in a general or special education setting, in order to address how the content is modified; and
        - When a student is removed from the general education setting for a scheduled period of time but the content of the subject/course is not modified.
    - Short-term objectives/benchmarks, used as intermediary steps or milestones toward accomplishing an annual goal, may be included in a measurable annual goal. Short-term objectives/benchmarks:
        - Must be included in an annual goal if the ARD committee has determined that a student will not participate in the general state assessment; and
        - Regardless of whether the objectives/benchmarks are related to a student not participating in the general state assessment, cannot be used as the criterion to indicate mastery of the annual goal.
- If goals are mastered early or if students are not making expected progress on their goals, the special education teacher or related service provider can initiate an IEP Amendment following our district operating procedures.

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- Special education teacher and related services providers document IEP progress in our special education software program at the frequency identified in the student's IEP. The IEP/annual goal progress reports will go home to parents or guardians at the same frequency as the reporting.

Special Factors

- Behavior
  - District staff receive training on positive behavior interventions and supports at least annually.
    - Traditional methods of addressing inappropriate student behavior include: parent conferences, a variety of consequences based on the school district's student code of conduct, peer-buddy supports and suspension of privileges.
    - Positive behavior intervention and supports include;
      - Systemic and individualized research-based strategies and practices
      - Focus on teaching social and behavioral expectations
      - Culturally appropriate; and
      - Designed to prevent recurring inappropriate behaviors.
  - When drafting a Behavior Intervention Plan, the ARD/IEP committee will consider antecedents, behaviors, and consequences that have been observed in the past to make informed decisions.
  - The campus administrators will select a team of staff to be trained in Crisis Prevention Intervention (CPI). This will ensure that student's health and safety are protected. These teams are trained in the proper use of restraint and time-out, how to complete necessary documentation or data collection, and determining the effectiveness of the use of these interventions.
  - District special education counselors work with teachers, parents, and related services providers to conduct Functional Behavioral Analysis and implement BIPs.
  - Special education staff will provide copies of the BIP and training on implementation.
- Emergent Bilingual
  - Students who are emergent bilingual and receiving special education services have an LPAC member participate in their ARD/IEP meeting. This allows for careful consideration of both the student's disability and language proficiency.
  - There is collaboration between the ARD committee and LPAC committee on such topics as: language needs of the child, entry into bilingual education or English as a second language program, participation in the English language proficiency assessment, process for EB program exit, participation in the state's alternate English language proficiency assessment.
- Blind or Visually Impaired
  - For students who are blind or visually impaired, the district includes a teacher certified to teach students who are visually impaired to all ARD/IEP committee meetings.
  - The CTVI provides training and consultation to staff as appropriate on proficiency in reading and writing, appropriate literacy media and literacy skills, benefits of braille instruction, and instruction in an expanded core curriculum.

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- Communication
  - The Speech Language Pathologist provides consultations with teachers and participates in ARD/IEP committee meetings as appropriate to determine the communication needs of a child.
- Deaf or Hard of Hearing
  - For student who are deaf or hard of hearing, the district includes a teacher certified to teach students who are deaf or hard of hearing to all ARD/IEP committee meetings.
  - The certified DHH teacher provides training and consultation to staff as appropriate on topics such as language and communication needs, opportunities for direct communication with peers and professional personnel, opportunities for direct instruction in the child's language and communication mode.
- Assistive Technology
  - The district Assistive Technology Support Specialist will communicate to the Director of Special Education when an ARD/IEP committee determines AT is needed for a student to progress in the general curriculum. The director will facilitate purchasing, leasing, etc. to obtain the required AT.
  - The AT Support Specialist will keep track of inventory, manage resources, maintain working order of technology, and evaluate and implement AT for a student.
  - The AT Support Specialist will provide training or technical assistance to the student, parent(s), and staff on the effective use of ATDs.
  - The ARD/IEP committee will evaluate the effectiveness of ATDs at each meeting.
- Autism
  - District staff are trained as appropriate on the elements of the autism supplement including: extended educational programming, daily schedules reflecting minimal unstructured time and active engagement in learning activities, in-home and community based training or viable alternatives, positive behavior support strategies, futures planning, parent/family training and support, suitable staff-to-child ratio to identified activities, communication interventions, social skills supports and strategies, professional educator and staff support, and teaching strategies based on peer-reviewed, research-based practices for children with autism.
- Dyslexia
  - For students identified with dyslexia or a related disorder, the IEP is developed and implemented in accordance with the requirements under 19 TAC §74.28.

State and Districtwide Assessments

- The ARD/IEP committee determines the needed accommodations for STAAR and STAAR Alternate 2, they are trained to know that accommodations used on state assessment must be routinely and effectively used in the classroom. The district testing coordinator has access to our special education software to run reports for state assessment accommodations.
- NWEA is administered to grades Which districtwide assessments does your LEA administer and in what grades?
- ARD/IEP committees make data-based decisions to determine how students with disabilities will participate in state and district-wide assessments.

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- Special education teachers, diagnosticians, and ARD facilitators are trained in the STAAR Alternate 2 eligibility criteria.
- The district testing coordinator and campus testing coordinators participate in annual training about participation in statewide assessment and allowable accommodations.

Supplementary Aids and Services, Special Education, Related Services

- The ARD/IEP committee members must determine needed program accommodations, modification, or supports for school personnel to enable the student to; advance appropriately toward attaining their annual goals, be involved in and make progress in the general education curriculum, and be afforded an equal opportunity to participate in extracurricular and other nonacademic activities including meals, recess periods, counseling services, athletics, transportation, health services, recreation activities; special interest groups or clubs sponsored by the district.
- The ARD/IEP committee members must determine needed related services, and document and considering their effectiveness.
- The district staff review and discuss needed training and professional development at least annually to identify needed supports for school personnel to implement IEPs and determine their effectiveness.

ESY Services

- Classroom teachers and related services providers are responsible for collecting regression and recoupment data as part of the determination of the need for ESY services.
- Regression and recoupment data is collected during school breaks of at least one week.
- The Director of Special Education will distribute the information (goals and objectives, interventions, materials, etc.) to the ESY providers allowing time for sufficient planning.
- The ARD/IEP committee will make data-based decisions using the regression and recoupment data provided by the classroom teachers and related services providers to determine if a student needs ESY services.
- If ESY was considered and rejected for a student at his or her annual IEP review meeting but later demonstrates a possible need for ESY, the district will complete an IEP Amendment or hold an ARD/IEP meeting to discuss any needed services.

STAFF RESPONSIBLE:

District Level: Director of Special Education, ARD facilitator, evaluation personnel

Campus Level: Administrators, Teachers

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TIMELINES FOR ACTIVITIES:

- Documenting regression and recoupment for determining ESY services
- Training for staff
- Initial ARD committee meetings
- Annual ARD committee meetings
- Provision of intensive instruction

EVIDENCE OF PRACTICE:

- LEA system of intensive instruction
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Assessment results (statewide, districtwide, formative, benchmarks, etc.)
- Assessment participation rates by school, disability category, grade, etc.
- Forms used in IEP development and implementation, including software
- Internal monitoring system used to evaluate IEP compliance
- Completed ARD committee meeting reports with appropriate supplements

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