

CALALLEN ISD SPECIAL EDUCATION POPULATION

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SPECIAL EDUCATION & SECTION 504

Special education and Section 504 both support students with disabilities, but their eligibility requirements differ.

All students eligible under IDEA are protected by Section 504, but some students qualify for Section 504 without qualifying under IDEA.

S.E.

Under the Individuals with Disabilities Education Act (IDEA), a student must meet criteria for an eligible disability and need specially designed instruction because of that disability. Services are provided through an Individualized Education Program (IEP), developed by the ARD committee in Texas.



504

Section 504 is a civil rights law that protects students whose physical or mental impairment substantially limits a major life activity, such as learning, concentrating, walking, or breathing. A Section 504 plan identifies accommodations and services necessary to meet the student's educational needs and provide equal access to school programs.



DYSLEXIA

- **June 10, 2023**
 - HB 3928 became effective. TEA directed districts to consider evidence-based dyslexia instruction specially designed instruction—a special education service.
- **2023 -2025**
 - Districts were expected to review students receiving dyslexia instruction through Section 504 and refer those who continued to need that instruction for a full individual and initial evaluation.
- **2025 Forward**
 - Eligible students were expected to begin receiving services through an IEP, following evaluation, eligibility determination, and parental consent.

CALALLEN ISD SPECIAL EDUCATION AT A GLANCE

DISTRICT ENROLLMENT

Total Students - 3,534

Special Education Services enrollment - 718 | 20%

PRIMARY DISABILITY CATEGORIES

Specific Learning Disability: 325 | 45%

Speech Impairment: 102 | 14%

Intellectual Disability: 54 | 8%

Orthopedic Impairment:*

Noncategorical Early Childhood / Developmental Delay:*

Autism: 112 | 16%

Other Health Impairment: 80 | 11%

Emotional Disturbance: 31 | 4%

Auditory Impairment:*

NOTES

*Fewer than 10 students in each marked category. Exact counts and percentages are not displayed.

Disability counts reflect each student's primary disability.

Students may have additional disabilities.

Percentages are rounded and based on special education enrollment.

CALALLEN ISD SPECIAL EDUCATION AT A GLANCE

DYSLEXIA

303 students identified districtwide
242 receive special education services
34% of special education enrollment

SERVICES RECEIVED

Speech Therapy: 296 students | 41%
Occupational Therapy: 140 students | 19%
Physical Therapy: 24 students | 3%

NOTES

Students may receive more than one service.
Percentages are rounded and based on special education enrollment.

EVALUATION PROCESS

- **Identify concerns and provide support through MTSS**
 - A student also does not have to complete every tier before being referred for an evaluation. MTSS cannot delay or deny an evaluation when a disability and need for special education are suspected. Interventions can continue during the evaluation.
- **Refer the student for a special education evaluation**
 - A parent or school staff member may request an evaluation when concerns suggest the student may have a disability and need specially designed instruction.
- **Hold a REED meeting and determine the next action**
 - Proceed with an evaluation: Send prior written notice (PWN) proposing the evaluation and request written parental consent.
 - Decline an evaluation: Send PWN explaining the refusal and the information used to make that decision.
- **Complete the Full and Individual Initial Evaluation (FIIE)**
 - The multi-disciplinary team evaluates all areas of suspected disability. They use multiple sources, including parent and teacher input, observations, assessments, classroom records, and intervention data. The evaluation identifies the student's strengths, educational needs, and whether disability criteria are met. The usual deadline for completing the report is 45 school days after the district receives written parental consent, with certain exceptions.



EVALUATION PROCESS

- **Share the report and hold the initial ARD**
 - The parent receives a free copy of the evaluation report as soon as possible, at least five school days before the initial ARD meeting. Generally, the ARD committee must determine eligibility within 30 calendar days after the report is completed. Absences and end-of-year or summer circumstances can change these timelines.
- **Determine eligibility and develop the educational plan**
 - The ARD committee, including the parent, decides whether the student has a qualifying disability and needs special education because of that disability. Difficulty in school or limited progress in MTSS alone does not establish eligibility. The committee must also consider whether lack of appropriate reading or math instruction or limited English proficiency is the determining reason for the difficulties. If the student qualifies, the committee develops an Individualized Education Program (IEP) with goals, services, accommodations, and placement.
- **Begin services and monitor progress**
 - The district obtains separate parental consent before initially providing special education services. Consent to evaluate does not authorize services. If the student does not qualify, the school can continue addressing identified needs through general education supports and MTSS. ■

