

# Step-by-Step

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**Step-by-Step Responsibilities**  
**in the Special Education Process**

**Guide for Local Campus Personnel**

# Step-by-Step Responsibilities in the Special Education Process Guide for Local Campus Personnel

## Introduction

The following will assist your campus in following procedural safeguards, federal and state laws. While the list is not exhaustive, the campus staff is responsible for daily implementation and if there are any questions, the campus principal should be notified. Each person involved in implementation of the special education process may suggest to the administration any additions or clarifications deemed important to add these requirements. Please review each page to ensure this is, in fact, your campus process and contact the special education administration with any questions.

**Benefits to completing the list with key staff:**

- √ assists you to avoid compliance errors with federal and state law
- √ assists you to assure programming needs are reviewed in a timely manner
- √ assists you to impact the quality of the services to students with disabilities

**The following categories are detailed for specific responsibilities / assignments:**

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You may wish to designate campus staff in one of the ways listed below:

- use codes below as they are listed, or
- use a staff person's name that will be assigned as the responsible party.

<p>P = Principal C = Counselor G = General Ed. Teacher</p>	<p>A = Aide (under supervision and the responsibility rests with the person training the aide)</p>
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**Guide for Local Campus Personnel**  
**Special Education Process**

**GENERAL EDUCATION RESPONSIBILITIES**  
**Pre -Referral (Prior to Special Education Evaluation)**

EXAMPLE

**I. Interventions in General Education:**

Counselor	1. Person(s) responsible to track / document intervention committee meeting dates, copies and handing out the Local Campus Intervention Committee packet of information/data that will be gathered for discussion at the intervention committee meetings.
Principal	2. Person(s) responsible to train campus staff re: <u>Local Campus Response to Intervention (RtI) Committee</u> meetings - interventions/strategies to improve student's progress and documentation required. Campus membership of the RtI Committee:
Counselor	3. Complete data packet documenting information for the Local Campus Intervention Committee review.
LPAC Coord	4. Assure LPAC is current, if Home Language Survey on the enrollment card lists any other language than English, conduct LPAC and document information regarding the student.
Counselor	5. Set up Local Campus Intervention Committee Meeting and notify all school staff.
Counselor	6. Notify or invite parent to the Local Campus Intervention Committee Meeting.
Counselor	7. Obtain Parent Information for the Local Campus Intervention Committee Meeting to consider.
Counselor	8. Schedule/obtain results of the vision/hearing screening from nurse for the Local Campus RtI Committee Meeting to review.
Counselor	9. Distribute observation/input form for the Local Campus Intervention Committee to consider. (on new referrals-this must be completed by a <u>certified professional other than the teacher making the referral</u> )
Counselor	10. Collect samples of student work to take to Local Campus Intervention Committee. ( <i>be sure samples of work show areas of concern</i> )
Admin, Couns. Referring Teacher Parent, SPED Coord. others as appropriate	11. Attend Local Campus RtI Committee Meeting (Recommend: Administrator, Counselor, Referring Teacher, Parent/Interpreter if needed, 504 Representative) - As appropriate: Special Ed. Representative, Reading Recovery, Dyslexia Representative, LPAC Representative, Nurse, etc.)

**Additional Notes for Local Campus RtI Process:**

## II. Local Campus Intervention Committee Meeting:

	1. Chair / lead the Local Campus Intervention Committee Meeting
	2. Person responsible for presenting student concerns to the Local Campus Response to Intervention Committee Meeting.
	3. Members of the committee suggest strategies to try in the classroom
	4. Document all information on appropriate Local Campus Intervention Committee Meeting form. Dates and signatures are also required.
	<p><b>IDEA (Individuals with Disabilities Education Act)</b>  <b>§300.309 Determining the existence of a specific learning disability.</b>  <i>(b) For a child suspected of having a specific learning disability, the group must consider, as part of the evaluation described in §§300.304 through 300.306, data that demonstrates that—</i>  <i>(1) Prior to, or as a part of the referral process, the child was provided appropriate high-quality, research-based instruction in regular education settings, consistent with section 1111(b)(8)(D) and (E) of the ESEA, including that the instruction was delivered by qualified personnel; and</i>  <i>(2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, was provided to the child's parents.</i>  <i>(c) If the child has not made adequate progress after an appropriate period of time, during which the conditions in paragraphs (b)(1) and (2) of this section have been implemented, a referral for an evaluation to determine if the child needs special education and related services must be made.</i></p>
	5. Implement Local Campus RtI Committee suggested strategies in classroom and designate period of time to try strategies before 2 <sup>nd</sup> meeting.
	6. If strategies were not successful after specified period of time, request 2 <sup>nd</sup> follow up Local Campus Intervention Committee Meeting to discuss student needs.
	7. The Local Campus Intervention Committee makes decisions to refer to other programs for intervention or to refer to Special Education for evaluation to determine if the student has a disability. <i>(If the Local Campus Intervention Committee suspected at the first meeting that the student may have a disability, referral for special education evaluation may be made at that time. You must document strategies tried by the teacher and why rejected prior to referral.)</i>
	8. At 2 <sup>nd</sup> review meeting, document all strategies tried and other information on appropriate Local Campus Intervention Committee Meeting form. Dates and signatures are also very important!
	9. Provide and explain to parent the <u>Explanation of Procedural Safeguards</u> and document date, signature on receipt form. Also, explain and provide copy of appropriate forms: <u>Notice of Evaluation</u> and obtain <u>Consent for Evaluation</u> and <u>ARD Guide</u> . Keep copy for school.
	10. Who is responsible for actually “explaining” the <u>Procedural Safeguards</u> to the parent? Providing Notice and obtaining informed Consent?
	11. If parent did not attend Local Campus Intervention Committee Meeting, the person responsible for face to face explanation and completion of appropriate referral forms within 2 weeks. (Procedural Safeguards, Notice, and Consent - if Local Campus Intervention Committee Meeting referred to Sp.Ed. for a Full and Individual Evaluation). Provide completed referral information to Special Education.
	If no parent or legal guardian, follow requirements for assignment of trained surrogate parent. Contact Principal or SpEd Director for more information.
	12. Provide completed referral information to Special Education.
	13. <i>Timelines require the Full and Individual Evaluation written report must be completed not later than 45<sup>th</sup> school day from the date the <u>Written Consent for Evaluation</u> is received from the parent. – see full requirement</i>
	14. Person to contact if difficulty at any step in the process.
	15. Campus person for SpEd Dept. to contact if referral packet is not completed correctly?

### Additional Notes for Local Campus RtI Process:

**SPECIAL EDUCATION RESPONSIBILITIES BEGIN**

**III. Special Education Evaluation:**

	1. Track folder during referral process (once SpEd Dept receives the referral information): * Follow up to obtain ALL the required completed forms
	2. Notify diagnostician/SLP or LSSP/psychologist that the referral folder is complete and ready for testing
	3. Double check inside folder/packet to determine all forms are complete-ready for evaluation – if referral is for SLD, be sure appropriate data is provided from the local campus: <b>IDEA</b> <b>§300.309 Determining the existence of a specific learning disability.</b> <i>(b) For a child suspected of having a specific learning disability, the group must consider, as part of the evaluation described in §§300.304 through 300.306, ..... see Section II previous page.</i>
	4. Monitor the 45 <sup>th</sup> school day timelines. <i>(The Full and Individual Evaluation written report must be completed no later than 45<sup>th</sup> school days AFTER date school received Written Consent for Evaluation from the parent.)</i>
	5. Obtain completed form - OHI, TBI, OI, etc. - if appropriate
	6. Complete the Full and Individual Evaluation using appropriate instruments: achievement tests, IQ, etc.
	7. Interpret evaluation results / scoring / etc.
	8. Complete preliminary test results and disseminate preliminary eligibility information to appropriate staff waiting information
	9. Schedule / request / coordinate the related services evaluation or additional assessment requested.
	10. Gather all evaluation information and write Full and Individual Evaluation (FIE) Attention to timelines.
	11. Copy Full and Individual Evaluation (FIE) for parent in preparation for the ARD/IEP Meeting. Provide copy to parent following local procedures.

**Additional Notes for Special Education Evaluation Process:**

#### IV. Prior to the Initial ARD/IEP Meeting:

	1. Schedule ARD/IEP Meetings / reserve room location ( <i>remember annual must be held before the month/day/year of the previous year's ARD – 365 days from the previous annual ARD</i> )
	2. Complete Notice of ARD/IEP Meeting form, address, send to parent ( <i>allow more than minimum 5 wk days in order to get 3 Notices sent without changing ARD date – suggest first Notice mailing at least 15 days prior to final due date of ARD</i> )
	3. Track # of Notices of ARD and parent responses ( <i>most schools require 3 Notice attempts documented on the ARD Notice or phone log prior to proceeding to ARD without parent participation</i> )
	If no parent or legal guardian, follow requirements for assignment of trained surrogate parent. Contact Principal or SpEd Director for more information.
	4. Reschedule ARD/IEP meeting if parent requests ( <i>you may have phone ARD but document parent participation by phone, etc.</i> )
	5. Call parent to remind of ARD/ IEP meeting (if appropriate)
	6. Notify required school staff in advance of the ARD meeting to attend ARD
	7. Notify related service and outside providers to attend ARD/IEP Meeting and to have draft IEP goals and objectives prepared to present
	8. Obtain general education input for ARD/IEP and recommended modifications
	9. Obtain results of previous State/district wide tests and prepare to discuss progress (be knowledgeable on the STAAR and (EOC) requirements)
	10. Draft proposed Goals and Objectives using standards based development
	11. Draft proposed FBA/BIP (Behavior Intervention Plan) if appropriate
	12. Project course selection - draft the 4 yr. plan (secondary) for review (secondary staff must be knowledgeable of new requirements & endorsements)
	13. Secure necessary ARD/IEP forms for meeting
	14. Secure Transition Planning information to be shared with students with disabilities <i>not later than when the student reaches 14</i> years old. Talk with the student prior to ARD and draft Transition Planning Supplement for discussion during the ARD meeting. Student participation required.
	15. If excusal from the ARD is appropriate, follow federal and local district guidelines to obtain written approval.

#### Additional Notes for Special Education Process Prior to Initial ARD/IEP Meeting

**V. Prior to the Annual ARD/IEP Meeting:**

	1. Complete all steps on page 5 under: <b>IV. Prior to Initial ARD/IEP Meeting</b>
	2. If student will not be attending the ARD for any reason, make efforts to obtain student input for Transition Planning information age 14 and above
	3. Gather current information on child's performance to bring to ARD/IEP (be prepared to discuss state assessment, EOC and expected achievement level)
	4. Complete benchmark testing to assist with recommendations in ARD
	5. For annual ARD/IEP Meeting, determine Present Levels of Academic Achievement and Functional Performance PLAAFP ( <i>both strengths and areas needing improvement using previous state testing and benchmark testing</i> )
	6. Draft new goals and objectives (based on #4 and #5) to present to ARD and complete documentation of mastery for previous grading periods on current IEP goals/objectives

**Additional Notes for Special Education Process Prior to Annual ARD/IEP Meeting**

## VI. Transition Planning Services

### **Transition Planning to be held during the ARD:**

	<i>Not later than when the student reaches 14 (prior to the date on which a student turns 14 years of age) or younger, if determined appropriate by the ARD committee, certain items (Transition Supplement form) must be considered in the development of the IEP, and, if appropriate, integrated into the IEP.</i>
	1. Print out of list of students by age to determine students requiring transition planning in the annual ARD/IEP meeting.
	2. Print out of list of students who have Interagency Releases to share information with agencies such as TRC, etc.
	3. Contact agencies to plan on dates good for their staff prior to setting meeting dates ( <i>get dates on agency representative's calendars as early as possible in the school year for meeting with students</i> )
	4. Obtain Interagency Release for agencies to attend / be informed.
	5. Be sure the Notice of ARD includes information that transition planning will be discussed and the student will be invited to the ARD (and agency if approp.)
	6. Prepare appropriate transition planning materials to provide students in order to address Indicator 13 of the State Performance Plan (SPP).
	7. Send correspondence to agencies to confirm dates
	8. <b>In the ARD:</b> Discuss transition plans with student and parent in the ARD/IEP meeting and document. <u>Ideally met with student; assisted student to prepare "draft" measureable post secondary goals!!!</u>
	9. Provide parent/student info on TEA website to transition and employment guide.

### **Transition Planning prior to the ARD:** *separate career planning meeting with student/family*

*Even though it is no longer required, many districts are choosing to continue with a separate meeting due to the lengthy nature of fully discussing transition activities with students. Below is an example:*

	1. Follow preparation steps above.
	2. Begin schedule-planning Transition Planning discussions prior to ARD dates
	3. Schedule / reserve meeting room dates
	4. Contact parent to invite them to come to school to discuss/plan Transition activities to prepare for exit from school (prior to ARD meeting)
	5. Appropriate special education staff provides information and discusses the various options, interests of the student. Appropriate special education staff may draft the ARD/IEP Transition Supplement information for review / discussion / agreement in the ARD/IEP Meeting.

### **Summary of Performance (SOP)**

For a child whose eligibility terminates (graduates) or as described in paragraph §300.305 (e)(2) of IDEA, you must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

### **Additional Notes for Special Education Transition Planning Process:**

















