Step-by-Step

Step-by-Step Responsibilities in the Special Education Process

Guide for Local Campus Personnel

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Introduction

The following will <u>assist</u> your campus in following procedural safeguards, federal and state laws. While the list is <u>not exhaustive</u>, the campus staff is responsible for daily implementation and if there are any questions, the campus <u>principal should be notified</u>. 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
- $\sqrt{\text{assists you to impact the quality of the services to students with disabilities}}$

The following categories are detailed for specific responsibilities / assignments:

GENERAL EDUCATION RESPONSIBILITIES - Pre-referral I. Pre-referral Interventions Required in the General Education Clause. II. Local Campus Intervention Committee Meeting	
SPECIAL EDUCATION RESPONSIBILITIES III. Special Education Evaluation. IV. Prior to the Initial ARD/IEP Meeting. V. Prior to the Annual ARD/IEP Meeting. VI. Transition Planning Services - secondary. VII. During the ARD/IEP Meeting. VIII. Post-ARD/IEP Meeting / Follow-up Activities. IX. Parent Participation. X. Agreement / Amendment ARD XI. Transfer/Temporary ARD/IEP Meeting. XII. Documentation Required Outside the ARD/IEP Meeting. XIII. Other Activities. XIV. Administrative Activities.	5
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 = Principal C = Counselor G = General Ed. Teacher	A = Aide (under supervision and the responsibility rests with the person training the aide)

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	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.
	2. Person(s) responsible to train campus staff re: <u>Local Campus Response to Intervention (RtI)</u> <u>Committee</u> meetings - interventions/strategies to improve student's progress and documentation
Principal	required.
Timopai	Campus membership of the Rtl Committee:
	3. Complete data packet documenting information for the Local Campus Intervention Committee
Counselor	review.
	4. Assure LPAC is current, if Home Language Survey on the enrollment card lists any other
LPAC Coord	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.
	8. Schedule/obtain results of the vision/hearing screening from nurse for the Local Campus Rtl
Counselor	Committee Meeting to review.
	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</u>
Counselor	the referral)
	10. Collect samples of student work to take to Local Campus Intervention Committee. (be sure
Counselor	samples of work show areas of concern)
Admin, Couns, Referring Teacher	11. Attend Local Campus RtI Committee Meeting (Recommend: Administrator, Counselor, Referring
Parent, SPED Coord, others as appropriate	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:

2. Person responsible for presenting Intervention Committee Mee 3. Members of the committee sugnature of the committee sugnature. 4. Document all information on a sugnature of the committee sugnature.	
Intervention Committee Mee 3. Members of the committee sug 4. Document all information on a	ting.
Members of the committee sug Locument all information on a	
4. Document all information on a	gest strategies to try in the classroom
	ppropriate Local Campus Intervention Committee Meeting form.
Dates and signatures are also	
IDEA (Individuals with Disabilities Eq	
§300.309 Determining the existence of	a specific learning disability.
	pecific learning disability, the group nust consider, as part of the evaluation 0.306, data that demonstrates that—
	erral process, the child was provided appropriate high-quality, research-based
	on settings, consistent with section 1111(b)(8)(D) and (E) of the ESEA,
	was delivered by qualified personnel; and
	repeated assessments of achievement at reasonable intervals, reflecting formal
	s during instruction, was provided to the child's parents.
	progress after an appropriate period of time, during which the conditions in
child needs special education and i	ection have been implemented, a referral for an evaluation to determine if the related services must be made.
5. Implement Local Campus Rtl	Committee suggested strategies in classroom and designate period
of time to try strategies before	2 nd meeting.
6. If strategies were not successfu	l after specified period of time, request 2 nd follow up Local
Campus Intervention Commit	ee Meeting to discuss student needs.
7. The Local Campus Interventio	n Committee makes decisions to refer to other programs for
· · · · · · · · · · · · · · · · · · ·	ial Education for evaluation to determine if the student has a
disability.	
1	tion Committee suspected at the first meeting that the student may
	special education evaluation may be made at that time. You must
	te teacher and why rejected prior to referral.)
9 At 2 nd review meeting docume	ent all strategies tried and other information on appropriate Local
	ee Meeting form. Dates and signatures are also very important!
	he Explanation of Procedural Safeguards and document date,
	o, explain and provide copy of appropriate forms: Notice of
	t for Evaluation and ARD Guide. Keep copy for school.
10. Who is responsible for actual	y "explaining" the Procedural Safeguards to the parent?
Providing Notice and obtaining	g informed Consent?
11. If parent did not attend Local	Campus Intervention Committee Meeting, the person responsible
for face to face explanation an	d completion of appropriate referral forms within 2 weeks.
	e, and Consent - if Local Campus Intervention Committee
1	a Full and Individual Evaluation). Provide completed referral
information to Special Educati	
	follow requirements for assignment of trained surrogate parent.
Contact Principal or SpEd Dire	
12. Provide completed referral in	
15. Timetimes require the Full and	d Individual Evaluation written report must be completed not later
	date the Written Consent for Evaluation is received from the
parent. – see full requirement	
14. Person to contact if difficulty	
15. Campus person for SpEd De	ot. to contact if referral packet is not completed correctly?

Additional Notes for Local Campus Rtl Process:

SPECIAL EDUCATION RESPONSIBILITIES BEGIN

III. Special Education Evaluation:

Track folder during referral process (once SpEd Dept receives the referral information): * Follow up to obtain ALL the required completed forms Notify diagnostician/SLP or LSSP/psychologist that the referral folder is complete and ready testing Double check inside folder/packet to determine all forms are complete-ready for evaluation referral is for SLD, be sure appropriate data is provided from the local campus: IDEA §300.309 Determining the existence of a specific learning disability.
* Follow up to obtain ALL the required completed forms 2. Notify diagnostician/SLP or LSSP/psychologist that the referral folder is complete and ready testing 3. Double check inside folder/packet to determine all forms are complete-ready for evaluation referral is for SLD, be sure appropriate data is provided from the local campus: IDEA §300.309 Determining the existence of a specific learning disability.
Notify diagnostician/SLP or LSSP/psychologist that the referral folder is complete and ready testing Double check inside folder/packet to determine all forms are complete-ready for evaluation referral is for SLD, be sure appropriate data is provided from the local campus: IDEA §300.309 Determining the existence of a specific learning disability.
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(2) T 1111 1 1 C1 1 1 T 1 T 1 T 1 T 1 T 1 T
(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.
4. Monitor the 45 th school day timelines. (The Full and Individual Evaluation written report m
be completed no later than 45th school days AFTER date school received Written Consent fo
Evaluation from the parent.)
5. Obtain completed form - OHI, TBI, OI, etc if appropriate
6. Complete the Full and Individual Evaluation using appropriate instruments: achievement test
IQ, etc.
7. Interpret evaluation results / scoring / etc.
Complete preliminary test results and disseminate preliminary eligibility information to appropriate staff waiting information
 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 (remember annual must be held before the
-	month/day/year of the previous year's ARD – 365 days from the previous annual ARD)
İ	2. Complete Notice of ARD/IEP Meeting form, address, send to parent (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)
	3. Track # of Notices of ARD and parent responses (most schools require 3 Notice attempts
	documented on the ARD Notice or phone log prior to proceeding to ARD without parent
	participation)
	If no parent or legal guardian, follow requirements for assignment of trained surrogate parent.
	Contact Principal or SpEd Director for more information.
1	4. Reschedule ARD/IEP meeting if parent requests (you may have phone ARD but document parent
	participation by phone, etc.)
	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 not later
	than when the student reaches 14 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: IV. Prior to Initial ARD/IEP Meeting
	2. If student will not be attending the ARD for any reason, make efforts to obtain student input for
	1 ransition 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 (both strengths and areas needing improvement using
	previous state testing and benchmark testing)
	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:

	Not later than when the student reaches 14 (prior to the date on which a student turns 14 years of age) or
1	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.
	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 (get dates on
	agency representative's calendars as early as possible in the school year for meeting with students)
	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. In the ARD: Discuss transition plans with student and parent in the ARD/IEP meeting and
	document. Ideally met with student; assisted student to prepare "draft" measureable post
	secondary goals!!!
	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:

8.9	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/TEP Transition Supplement information for review / discussion / agreement in the ARD/TEP 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 <u>summary of the child's academic achievement and functional performance</u>, 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:

VII. During the ARD/IEP Meeting

1. Chair the ARD/IEP Meeting (includes introductions). Be sure this person meets qualification	
represent the district including committing district resources based on the ARD/IEP meeting	
decisions. Assures correct ARD members are present.	-
2. Responsible to complete the ARD/IEP forms / paperwork	
3. Initial ARD - report all formal/informal evaluation results to ARD/IEP committee (present	when
ARD plans additional evaluations)	
If parent not in attendance-document attempts for participation.	
4. Annual / Brief ARD - knowledgeable person to attend ARD and be able to interpret any	
evaluation information to the ARD/IEP committee members	
If parent not in attendance-document attempts for participation.	
5. Review Transition Planning activities taking into account the student's preferences and into	rests
and determine how transition activities relate to services in the IEP - include goals. (not lat	<u>er</u>
than when the student reaches 14 or earlier if determined appropriate)	
6. Provide/discuss Transition Planning materials to student and parent in order to address Indi	cator
13 of the State Performance Plan (SPP).	
7. Annual ARD - present/review previous year's progress on the IEP goals/objectives prior to)
presenting new proposed goals for upcoming year	
8. Present draft goals/objectives for upcoming year	
9. Present proposed FBA/Behavior Intervention Plan (BIP) which include positive behavioral	
strategies	
10. Discuss and make recommendations for state assessment (be prepared to discuss expected	
achievement level if student took other than the state assessment for all general ed students)
11. Complete modifications/accommodations page	
12. Develop 4 year graduation plan (beginning in 8th grade) thus leading you to complete the	
proposed Graduation Options ARD/IEP Supplement form	
13. Review progress toward 4 year plan in the high school ARD/IEP meetings	
14. Complete Schedule page of ARD/IEP paperwork	
15. Complete documentation of all ARD discussions, obtain signatures of attendees (Only	
Admin/parent or adult student agree/disagree).	
16. Make copy for parent – send if not in attendance	
17. If disagreement occurs, offer opportunity to put in writing areas of disagreement and offer	10
day recess ARD/IEP meeting, providing Notice of ARD. (unless this meeting is held for	
disciplinary removal)	
Notify Special Education Administration to obtain assistance.	

Additional Notes for Special Education ARD/IEP Meeting Process:

VIII. Post ARD/IEP Meeting / Follow-up Activities:

1. Notify appropriate staff re: student schedule, accommodations, modifications, goals/obj, etc.
immediately upon completion of the ARD/IEP Meeting
Critical: Disseminate accommodations/appropriate pages of IEP (BIP) to approp. staff and
obtain written confirmation of delivery ensure notification of where approp. staff may review
student's folder and special education data. Explain sign in and sign out procedure for
confidentiality of student legal file.
2. Initiate request / arrange for Related Services, make notifications if ARD planned evaluation
3. Document each student's special education time: inclusion/gen.ed. resource, content mastery,
etc)
4. Ensure the student's schedule on the IEP is followed.
5. Progress reports are completed on the IEP and are sent to parents
6. Complete data sheet (important that the same person completing ARD paper- work complete the
data sheet to avoid errors)
7. Enter data sheet in computer
8. Disseminate accommodations/appropriate pages of IEP (BIP) to approp. staff and obtain written
confirmation of delivery ensure notification of where approp. staff may review student's
folder and special education data. Explain sign in and sign out procedure for confidentiality of
student legal file.
9. Disseminate information/recommendations from OT/PT, etc.
10. Disseminate Psychological recommendations, etc

Additional Notes for ARD/IEP Follow-up Activities:

IX. Parent Participation

	1. Give/send ARD/IEP paperwork to parent if they were not in attendance. Provide any Notice of Evaluation and obtain Consent for Evaluation if evaluations were planned.
	2. For initial ARD/IEP meetings, if parent not in attendance, obtain Consent for Initial Special Education and Related Services and notify teachers to begin serving student ONLY after Consent received.
	 After ARD/IEP meeting, provide parent copy of Notice of Proposal or Refusal on all decisions made.
-	4. Provide to parent if they were not in attendance Notice of Refusal to Provide services if student did not qualify at initial.
	5. Call parents regarding class work / concerns, lack of progress as appropriate, and document on a parent phone log or some system
	6. Discuss modifications / accommodations with parents
	7. Other:

Additional Notes Regarding Parent Participation:

X. Agreement / Amendment ARD

1. Follow federal and local operating guidelines - obtain written permission.
2. All agreements are put in writing and a copy provided to the parent.

Additional Notes Regarding Agreement or Amendment ARD:

XI. Transfer - Temporary ARD/IEP Meeting:

Scenario: Previous Texas school and all FIE and current annual ARD/IEP is provided at the time of enrollment.

_	VII. OHIMBIA
	1. The parent must indicate in writing that they continue to agree with the current IEP from the
	previous Texas school district.
	2. Place the student in special education as indicated from the previous Texas school district and
l.	ensure PEIMS data is submitted.
	3. The district may accept the FIE and not the ARD but may NOT accept the ARD without the FIE.
	4. Follow all steps in VIII. Post ARD/IEP Meeting / Follow-up Activities.

Additional Notes Regarding Transfer ARD:

Scenario: Student transfers from out of state or previous Texas school without copies of all required

	records.
	1. Schedule Temporary ARD/IEP Meeting upon enrollment of transfer student.
	2. Provide and explain Parent Rights, get signed Receipt, Notice of ARD.
	3. Call previous school for information about student** (obtain copy of current IEP and Evals)
	4. Diagnostician (or Speech if SI only) must be in Temp. ARD to determine if additional evaluation
	is needed. Complete Temporary ARD/IEP papers (Notice of Evaluation if planned evaluation,
1	Consent for Evaluation, etc.) Complete Data Sheet.
	5. Send Release of Confidential Information for hospital, doctor records, etc. (Previous school
\	should not require Release according to federal regulations)
	6. Follow up with previous district regarding any outstanding information you have not received
	7. Notify Special Education staff of any additional testing needed (example: psychological
	evaluation, related services, etc.)
	8. In State: Annual ARD is DUE 30 school days from the date the student is verified as being a
	student eligible for sp.ed.)
	Out of State: If additional evaluation is needed, Annual ARD due 30 calendar days from date of
	completion of eval report. If no additional eval needed, 30 school days from verification date.
	9. Monitor 30 school day Annual ARD timeline from the date the student is verified as being a
	student eligible for sp.ed. for final placement ARD/IEP Meeting
	10. Schedule ARD/IEP Meeting, send Notice of ARD (then follow VII. ARD Meeting, etc.)
	NOTE: for select secondary students who transfer into the district, if you continue to offer separate
	transition planning with student and parent, then you may also schedule that time with parent/student.

Additional Notes Regarding Transfer ARD:

XII. Documentation Required Outside of the ARD/IEP Meeting

1. Document use of accommodations in the general education classroom
Who ensures teachers understand how to document accommodations?
2 Maintain documentation of progress on IEP goals and objectives
 3. Schedule ARD if lack of expected progress on IEP goals and objectives will prevent mastery on
the goal by the end of the year
 4 Disseminate information from the ARD/IEP meeting regarding state testing requirements.
5. Track number and type of State tests that will need to be ordered as ARD/IEP committees make
decisions.
6. Who ensures campus administers state assessment required by the ARD/IEP
7. Campus administers other state assessments as directed by the ARD/IEP committee
 8. Analyze STAAR test results of your students to determine needs and recommendations for
ARD/IEP meeting.
9. Document implementation of psychological recommendations
10. Document how BIP (Behavior Intervention Plan) strategies were implemented
11. Maintain ongoing documentation of any behavior problems; the interventions tried; and the
results/outcomes
12. Document number of days student is removed from placement (determine when it is time to cal
an ARD/IEP committee meeting -10 day change of placement ARD)
13. Review the BIP at the time of the disciplinary action
14. Track and review attendance
15. Monitor to determine if teachers are implementing BIP; accommodations; goals/objectives,
psychological recommendations, etc.
16. Monitor to determine when student turns 18 years of age and document that his rights were
given to him/her.
17. Other:

Additional Notes Regarding Documentation:

XIII. Other Required Activities:

	Participate in Compliance review, folder audits, PBMAS, and all other data analysis, etc., evaluations of the special education student program/progress
	2. Audit ARD data sheet / computer entry to assure data is accurate
	3. Track credit profile toward graduation for students in high school
	4. Assure annual ARD/IEP meeting is within timelines
	5. Assure 3 year reevaluation is within timelines
··	6. Determination of Needed Evaluation - Review of Existing Evaluation Data during the ARD/IEP meetings (pre-assessment planning prior to 3 year reevaluation).
	7. Other:

Additional Notes:

XIV. Administrative Activities:

Child Find information dissemination / documentation (train local campus staff and special education staff)
2. Data Analysis
3. Short Range/Long Range Planning; Budget: applications, amendments, reporting, etc.
4. Maintain forms in compliance
5. Conduct Surrogate / Foster Parent Training
6. Provide quality staff development opportunities for special education teachers and general
education teachers who work with students with disabilities based on data analysis
7. Review TAPR, PBMAS indicators / Conduct Short Range and Long Range Planning and result's based budgeting as an outcome.
8. Conduct or Assign Confidentiality Training to Local Campus Admin.
 9. Other: training secondary staff on credit and EOC requirements
10. Other: Campus restraint training and documentation
11. Other: Train teachers how to write Standards based IEPs
12. Other: Training on how to handle IEE requests, video camera surveillance requests, parental
 non agreement in ARDs, etc.

Additional Notes: