



Agenda of Board Workshop

The Board of Trustees McAllen Independent School District

A Board Workshop of the Board of Trustees of the McAllen Independent School District will be held Monday, January 15, 2024, beginning at 1:00 PM Lone Star Room/Professional Learning Center, 1601 North 27th , McAllen, TX 78501.

Items listed on this agenda may be taken in an order other than as shown on this agenda. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

At this meeting there may be discussion and action by the Board on the item(s) and subject(s) listed as follows:


1. **CALL MEETING TO ORDER**
2. **PUBLIC COMMENT(S)**
3. **TEAM BUILDING: New Board Member Orientation** 3
Presenter: Dr. René Gutiérrez, Superintendent
4. **RECESS TO CLOSED SESSION: Board of Trustees may go into Closed Session pursuant to Section(s) 551.071 and 551.072 Texas Government Code, to discuss the following:**
 - A) Pending and/or Potential Litigation
 - B) Possible Real Estate Acquisition
5. **RECONVENE IN OPEN SESSION**
6. **ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

Pursuant to Texas Government Code 551.127, a member or employee of a governmental body is authorized to participate remotely in a meeting of the governmental body through a videoconference call, as long as a quorum of the governmental body is physically present at the location of the Board Meeting. Any video conference conducted pursuant to this section will comply with the technical requirements of this section.

Pursuant to Texas Government Code 551.129, the Board of Trustees may use a telephone conference call, video conference call, or communications over the internet to conduct a public consultation with its attorney in an open meeting of the governmental body, or, a private consultation with its attorney in closed meeting of the governmental body.

*The notice for this meeting was posted in compliance with the Texas Open Meeting Act on January 12, 2024 by 3:00 P.M.
Natalia Goza
on behalf of the Board of Trustees*

A decorative collage of hexagonal shapes. The collage includes: a yellow hexagon at the top; a black hexagon at the top right; a black hexagon at the bottom left; a yellow hexagon at the bottom right; a central hexagon showing a low-angle view of a modern skyscraper; a hexagon on the left showing a desk with a keyboard, a pen, and a document with a pie chart and line graph; and a hexagon on the right showing a group of business professionals in a modern office lobby with large windows.

New Board Member
Orientation
January 15, 2024

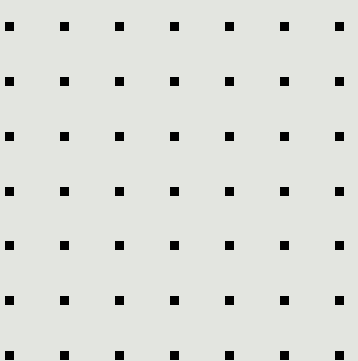


TABLE OF CONTENT

- 1 CURRICULUM AND INSTRUCTION
- 2 ACCOUNTABILITY
- 3 BUDGET
- 4 ESSER

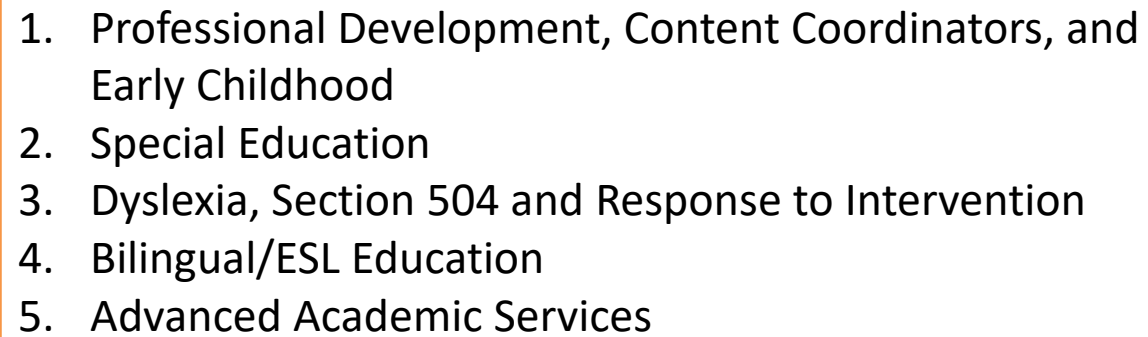
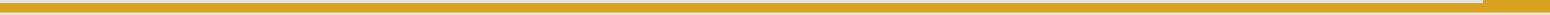

- 5 FACILITIES
- 6 HUMAN RESOURCES
- 7 POLICIES/ LEGAL UPDATES

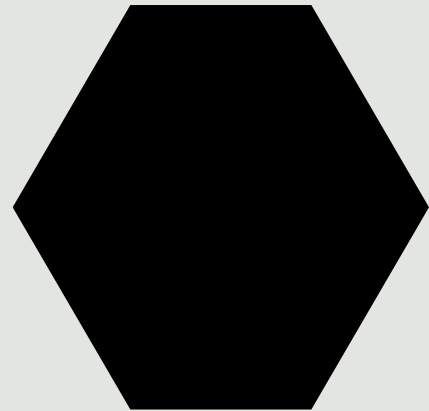
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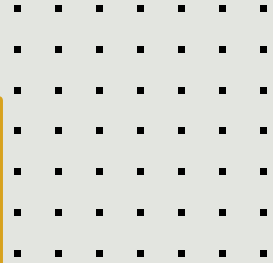
CURRICULUM AND INSTRUCTION

- 
1. Professional Development, Content Coordinators, and Early Childhood
 2. Special Education
 3. Dyslexia, Section 504 and Response to Intervention
 4. Bilingual/ESL Education
 5. Advanced Academic Services
- 
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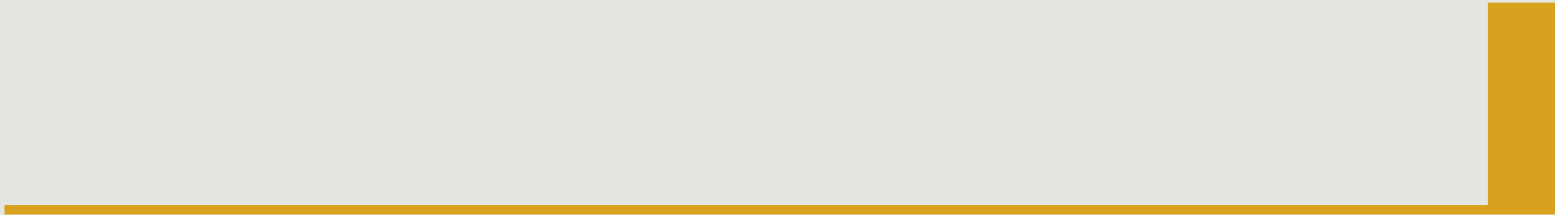


Professional Learning and Literacy

Patty Pena, Director



[Link to Presentation](#)



McAllen ISD Pre-kindergarten

Dr. Rosalba De Hoyos

House Bill 3 mandates that full day Pre-Kindergarten be offered to all eligible four-year old children.

At McAllen ISD, children may participate in a full-day Pre-K program at any elementary campus through:

- Traditional Pre-K program
- Universal Pre-K program
- Tuition Pre-K program
- Hidalgo County HeadStart program partnership (Alvarez, Escandon, Thigpen-Zavala, Wilson)

Traditional Pre-kindergarten

Current
Enrollment
1,141

To be **eligible** for enrollment in a **free** PK 4 class, a child must be at least four years of age on or before September 1 of the current school year and meet at least one of the following eligibility requirements:

- unable to speak and comprehend the English language
- educationally disadvantaged (eligible to participate in the national school lunch program)
- homeless
- child of an active-duty member of the United States armed forces
- child of a member of the United States armed forces who was injured or killed while serving on active duty
- has been in foster care
- child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder

Universal Pre-kindergarten

Current Enrollment = 70
Requested Applications
116

Established in 2020

An opportunity for children who **do not meet eligibility** criteria to participate in Pre-K without **paying tuition**.

- **Limited** seating, and first-come, first-serve
- Applications are managed by School Mint (Student Outreach Dept.)
- Space is contingent upon eligible student enrollment
- Every classroom of **17 eligible** students may enroll an additional **3 ineligible** students.
- Additional Universal seats may be allocated so long as the class size does not exceed the allowed 22-to-1 student-teacher ratio.

Universal Pre-kindergarten Unmet Need

Campus Requested	Unmet Need
Alvarez Elementary	2
Castaneda Elementary	10
Fields Elementary	2
Garza Elementary	4
Gonzalez Elementary	19
Hendricks Elementary	7
Jackson Elementary	4
McAuliffe Elementary	6
Milam Elementary	12
Perez Elementary	12
Rayburn Elementary	10
Roosevelt Elementary	2
Sam Houston Elementary	3
Sanchez Elementary	14
Seguin Elementary	6
Thigpen-Zavala Elementary	2
Wilson Elementary	1
Total	116

Tuition Pre-kindergarten

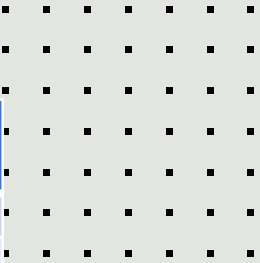
Established in 2018

- An opportunity for children who do not meet eligibility criteria to participate in Pre-K, at their chosen campus, **by paying tuition**.
- Applications are managed by School Mint (Student Outreach) .
- Enrollment is contingent upon space at the requested campus .
- Tuition seats may be allocated so long as class size does not exceed the **22 to 1** allowed student-teacher ratio.
- Current tuition for 2023-2024 is **\$4,275.00 per year**.
- Parents pay the campus through the Campus Store portal and can pay in full for the
Year = **\$4,275.00** Month= **\$475** (9 months)



Pre-K Enrollment 2023-24

Campus	Pre-K Eligible	Pre-K Ineligible	Universal	Tuition	Total Pre-K
ROOSEVELT	17	0	0	0	17
MCAULIFFE	27	2	2	0	29
LUCILE M. HENDRICKS	30	6	5	1	36
HOUSTON	38	1	1	0	39
BLANCA E SANCHEZ	33	12	5	7	45
GARZA	41	4	4	0	45
DR PABLO PEREZ	34	12	8	4	46
RAYBURN	33	15	15	0	48
FIELDS	49	0	0	0	49
JACKSON	50	4	4	0	54
MILAM	46	10	7	3	56
GONZALEZ	43	21	3	18	64
CASTANEDA	53	12	12	0	65
SEGUIN	87	0	0	0	87
WILSON (Head Start Campus)	97	2	2	0	99
ALVAREZ (Head Start Campus)	148	1	1	0	149
ESCANDON (Head Start Campus)	148	1	1	0	149
THIGPEN/ZAVALA (Head Start Campus)	167	0	0	0	167
Grand Total	1141	103	70	33	1244



Special Education Department

Maribelle Elizondo, Executive Director

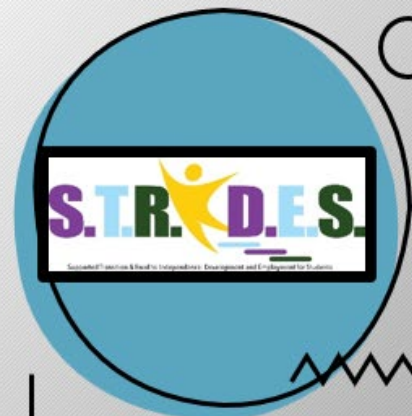
OUR DEPARTMENT



Every Student,
Every Day!



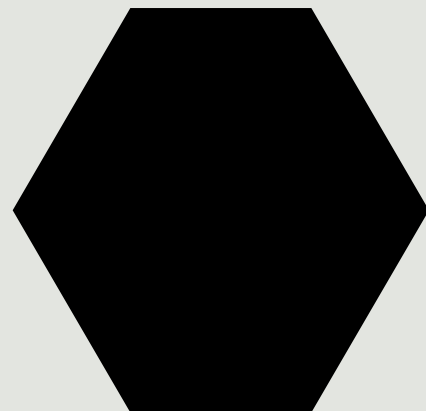
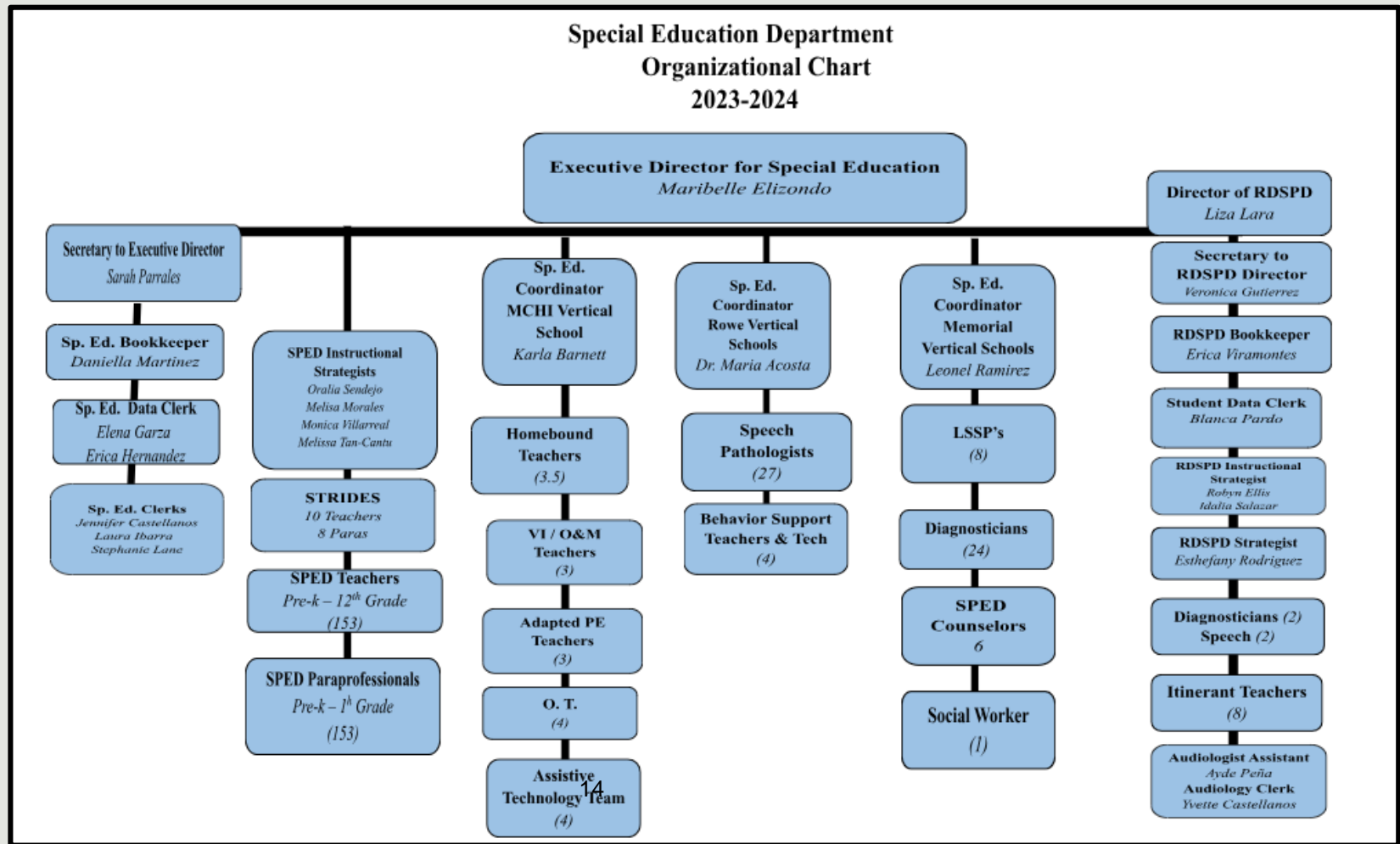
Reach.
Succeed.
Dream.



Supported
Transition and
Road to
Independence:
Development
and
Employment
for Students



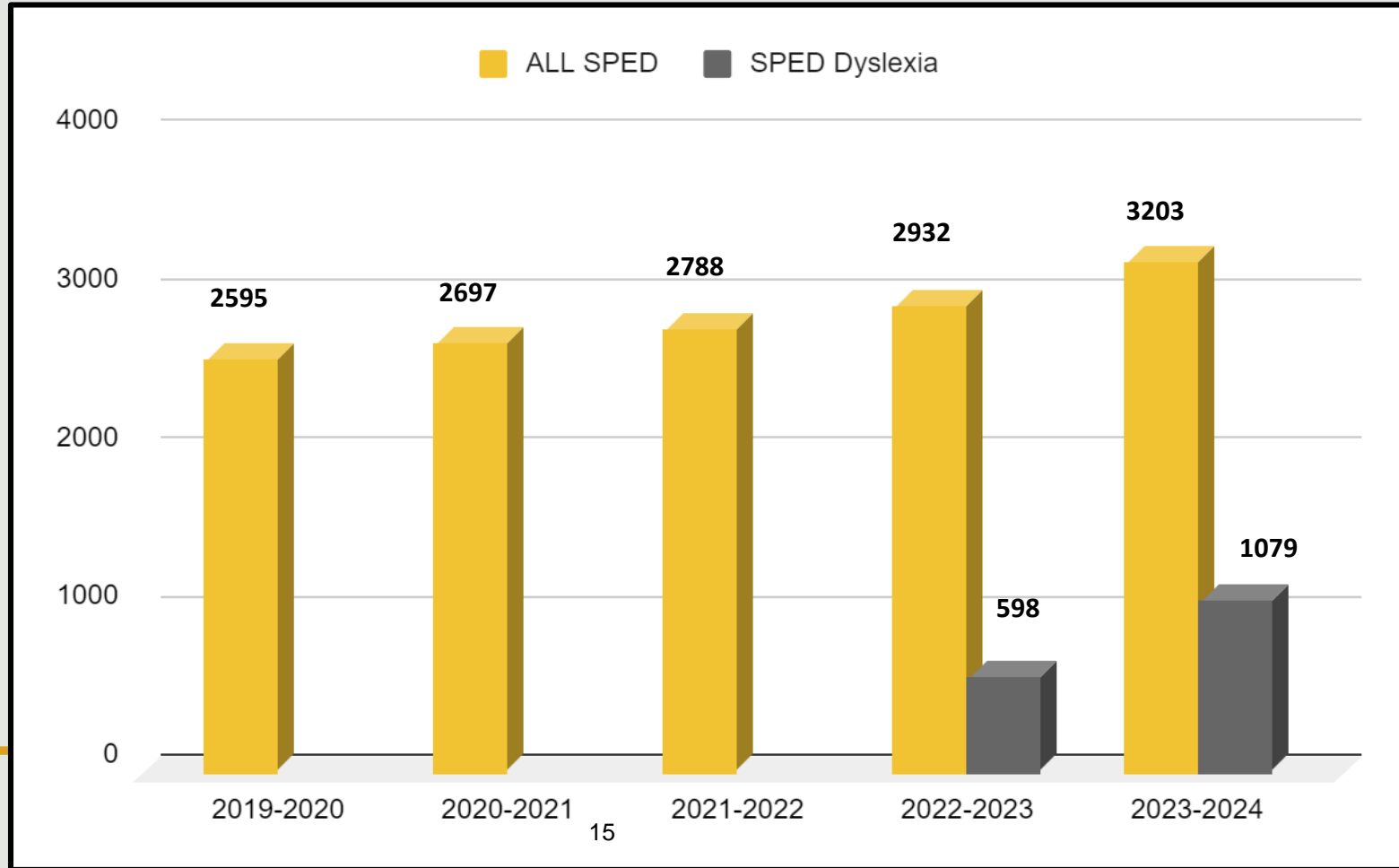
Special Education Department Organizational Chart



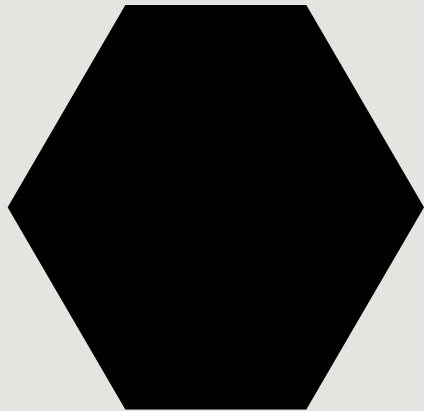


Special Education Department

SPED Enrollment



Enrollment by Campus





Special Education Department

Programs by Campus

McAllen Independent School District Programs by Campus 2023-2024

Executive Director for Special Education
Maribelle Elizondo

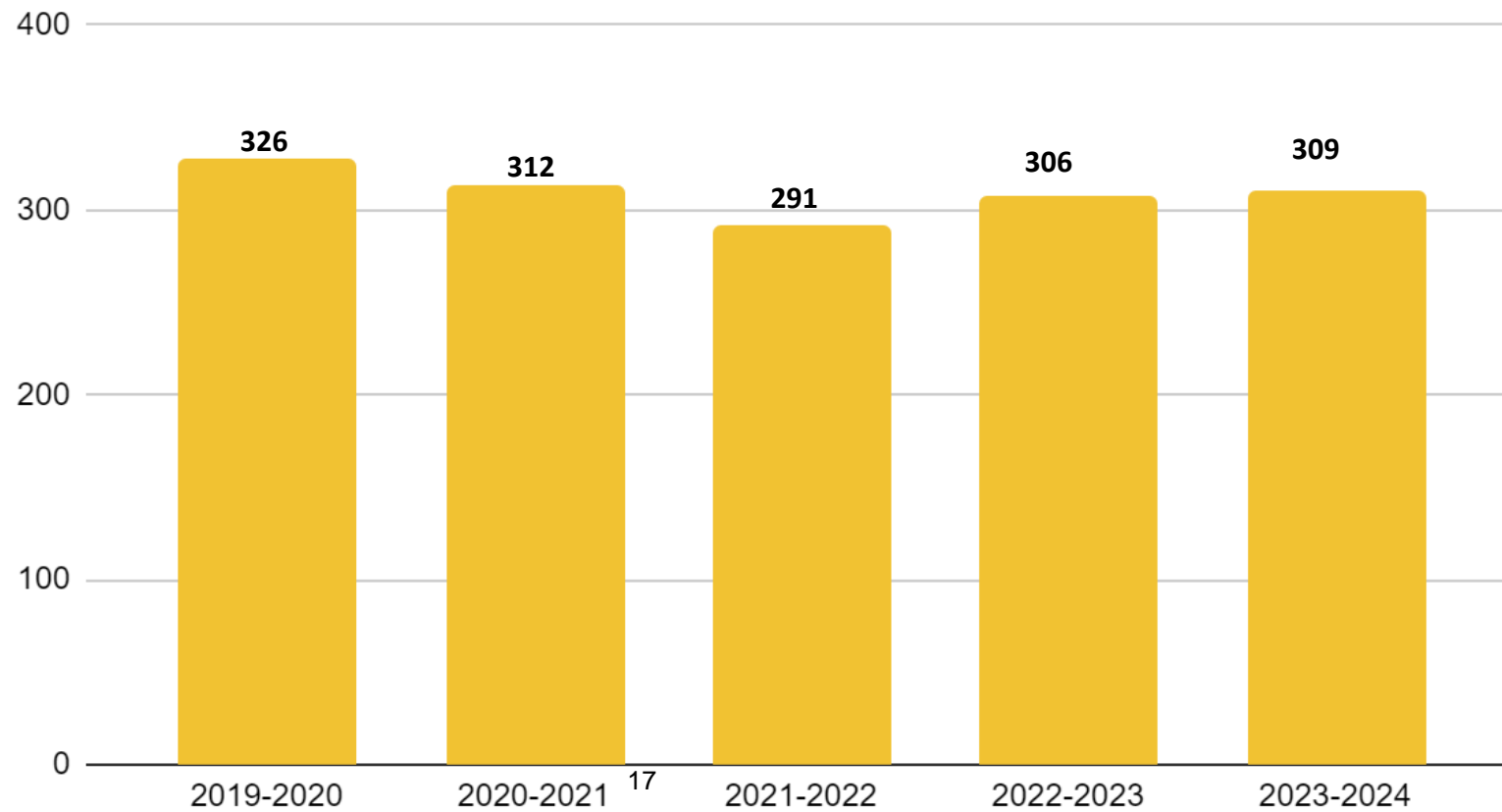
Headstarts	Early Childhood Special Education	Self-Contained	Regional Day School Program for the Deaf
Alvarez Escandon Wilson Thigpen Zavala	Milam Fields Rayburn Perez Jackson Roosevelt Seguin Garza McAuliffe Castaneda Sanchez Escandon	Alvarez Castaneda Fields Gonzalez Hendricks Houston Jackson McAuliffe Milam Perez Rayburn Roosevelt Sanchez Seguin Thigpen Wilson Brown Cathey Deleon Fossum Morris Travis McHI Memorial Rowe STRIDES	Escandon Roosevelt Brown Memorial
	16		



Special Education Department

RDSPD Enrollment

Regional Day School Program for the Deaf



24 Shared Service Agreement (SSA) Districts



Special Education Department

STRIDES Enrollment

Our goal for our STRIDES students is to transition successfully from the public-school setting into the community, and for them to be equipped with real world experiences and valuable job skills that they can utilize once they have exited our program..

STRIDES	STC COURSES	STUDENTS	# OF CERTIFICATES	# of Jobs
2019-20	<ul style="list-style-type: none"> Floral Design Photography Cake Decorating 	48	72	Participated in Training Sites
2020-21	<ul style="list-style-type: none"> Sewing Customer Service Dining Room Service Serve Safe 	58	168	2 Students Paid Employment
2021-22	<ul style="list-style-type: none"> Cooking Healthy Childcare Training Basic Computers 	61	224	9 Students Paid Employment
2022-2023	<ul style="list-style-type: none"> Recreation & Fitness 	68	228	24 Students Paid Employment
2023-2024	<ul style="list-style-type: none"> No New Courses added¹⁸ 	68	Pending	Pending



Special Education Department Supports



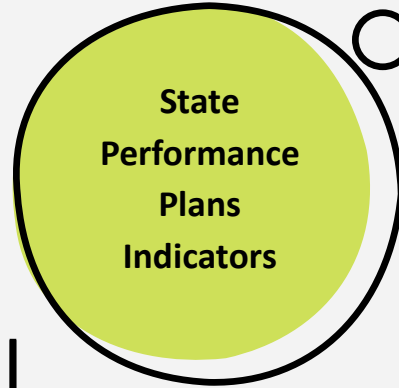
Annual Review and Dismissal

1. Child Find
2. [Individual Education Plan and Annual Review and Dismissal Overview](#)
3. [Process for Administrators](#)
4. [Evaluations](#)
5. [Individual Education Plan Development](#)



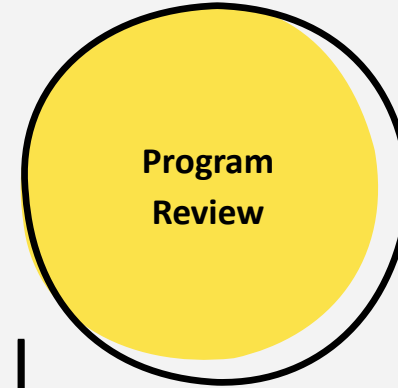
Indicators (18)

1. Academic Achievement-5
2. Post Secondary Readiness-2
3. Disproportionate Analysis-11
4. Strategic Support Plan



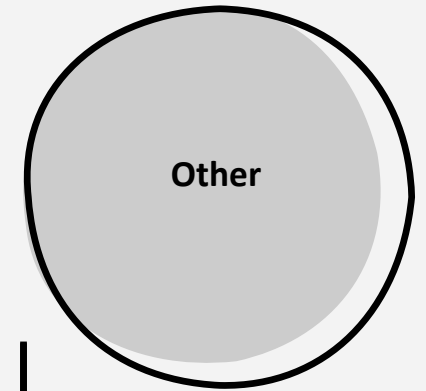
SPPI

1. (SPPI) 7 Early Childhood
2. **SPPI 11/12 Child Find**
3. **SPPI 13-Post Secondary**
4. SPP 14-Post School
5. Residential Facilities
6. Special Education Language Acquisition
7. [STAAR/EOC/STAAR ALT 2](#)
8. College Career Military Readiness



Program Review

1. Self-Assessment
2. Parent Survey
3. Staff Survey



Other

1. Public Education Information Management System (PEIMS)
2. Maintenance of Effort
3. [School Health and Related Services \(SHARS\)](#)
4. Records Request
5. Texas Education Agency Complaints
6. Due Process Mediations,



Special Education Department

Campus Supports

● Campus Supports

- Professional Development
- Department Campus Visits
- Principal Data Reviews
- Teacher/Paraprofessional support
- ARD Compliance
- ARD Meetings
- Advocates & Attorney
- Behavior Strategies
- Discipline
- Student Placement
- Support High Needs Students
- Differentiation Strategies
- Master Schedule
- Supplemental Academic Resources
- Technology Resources
- Teacher Stipends
- Supplemental Pay
- Summer Programs
- Department Events

● Parent Supports

- Events
- Newsletter
- Meetings
- Resources
- Trainings
- Communication
- Parent Advisory Committee

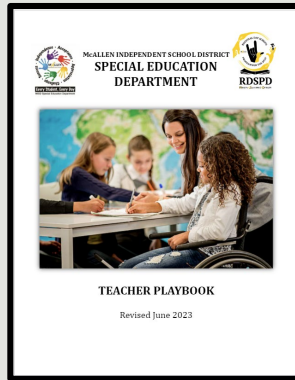




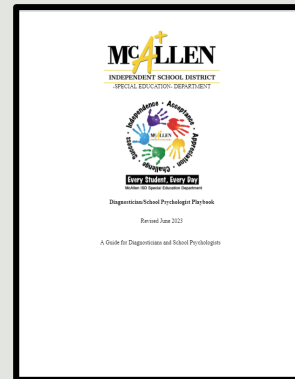
Special Education Department

SPED Playbooks

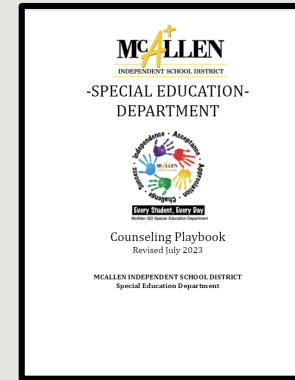
[Teacher Playbook](#)



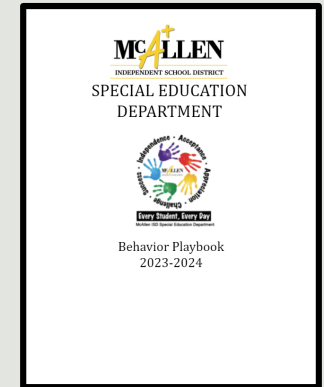
[Evaluation Playbook](#)



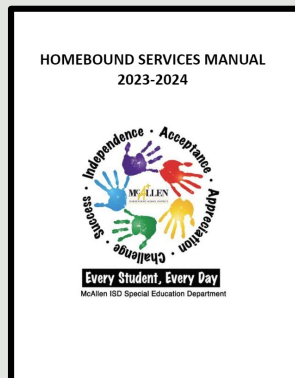
[Counseling Playbook](#)



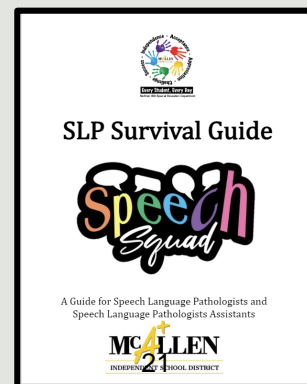
[Behavior Playbook](#)



[Homebound Playbook](#)



[Speech Playbook](#)



[RDSPD Playbook](#)



[Administrator Playbook](#)





Special Education Department

SPED Funding Sources

2023-2024

Accounts	NOGA	Award Amount
Grant 224 Federal	<input type="checkbox"/> Budget Details IDEA B Formula 224 Grant	4,091,098
Grant 225 Federal	<input type="checkbox"/> IDEA Preschool 225 Grant	74,876.00
Local Funds 173	<input type="checkbox"/> Local State Funds 173	\$17,883,631
Grant 435 State	<input type="checkbox"/> State Deaf	\$1,488,666
Grant 315 Federal	<input type="checkbox"/> IDEA B Deaf	\$185,483
340 IDEA C State	<input type="checkbox"/> IDEA C State 340 Grant	1,306
Local Funds 435	Tuition Billed	\$2,966,134

RTI/504/Dyslexia/ General Homebound

Sal Flores, District Director

The Section 504/Response to Intervention (RTI)/Dyslexia and General Ed Homebound Director provides leadership in the design, revision and implementation of educational outcomes for all students and support parents, teachers, counselors, and administrators in the identification, evaluation and development of a plan designed to support students who are either in need of intervention in core content areas, dyslexia services, social emotional learning, homebound or who are disabled student within the jurisdiction of Section 504 of the Rehabilitation Act of 1973.

Major Responsibilities:

➤ **Customer Service**

- Community, Parents, Coordinators, Dyslexia and Homebound Teachers

➤ **Trainings**

- [Meetings](#): Policy/Procedures and Guidelines on Student Identification and other
- Campus Visits

➤ **Writing Curriculum**

- Assist campus Dyslexia Teachers in writing a curriculum that allows access to the full range of educational and co-curricular opportunities that are available to all other eligible students in the District.

➤ **RTI/504/Dyslexia/Homebound Annual Audit**

- Monitor and Review RTI/504/Dyslexia and HB Plans

➤ **Interpret Incoming Dyslexia Assessments and Accommodations**

- Review appropriate data required in the implementation of Out-of-District assessments and plans

➤ **Disseminate State and Local Information and assist with developing and maintaining operational guidelines for Section 504, RTI/Dyslexia and Homebound**

- Office of Civil Rights, Department of Education, or Texas Education Agency

➤ **Coordinating and planning with outside agencies**

- Assist in 504 grievances or with formal written complaints made against our school district

➤ **Certified Academic Language Therapist (CALT) requirements**

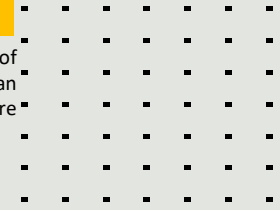
- Monitor, maintain, and track records for all CALT Certified Dyslexia Teachers and those in the process of certification

➤ **Monitor Coordinators/Teachers management input Programs, Growth, and Campus Data**

- Programs: **District**: (SuccessEd), **Campus**: Elementary (Core5), & Secondary (PowerUp) Blended Programs
- Task Force: [District Program Growth](#) and [Campus Data](#)
- District Dyslexia Program of Service: Monitor all K-1 Campus Screenings, Evaluations and Identification and pre/post-instruction
- Dyslexia Campus Simulation Training
- [HB 3928](#) (Beckley Wilson Act)

➤ **Staff**

- [Staff](#): Support -33 Campus RTI Coordinators, 32 Campus 504 Coordinators, 44 Dyslexia Teachers, 9 Dyslexia Aides and 2 Homebound Teachers. 2023 Identification: RTI-1077 504-1843 Dyslexia-1869 and Homebound-8
- [Organizational Chart](#)



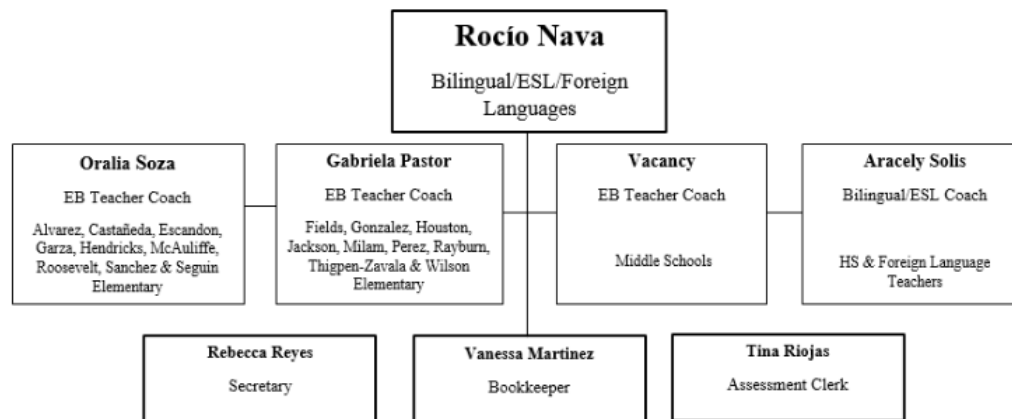
Bilingual Department

Rocío Nava



2023-2024 Bilingual/ESL/FL Department

Organizational Chart



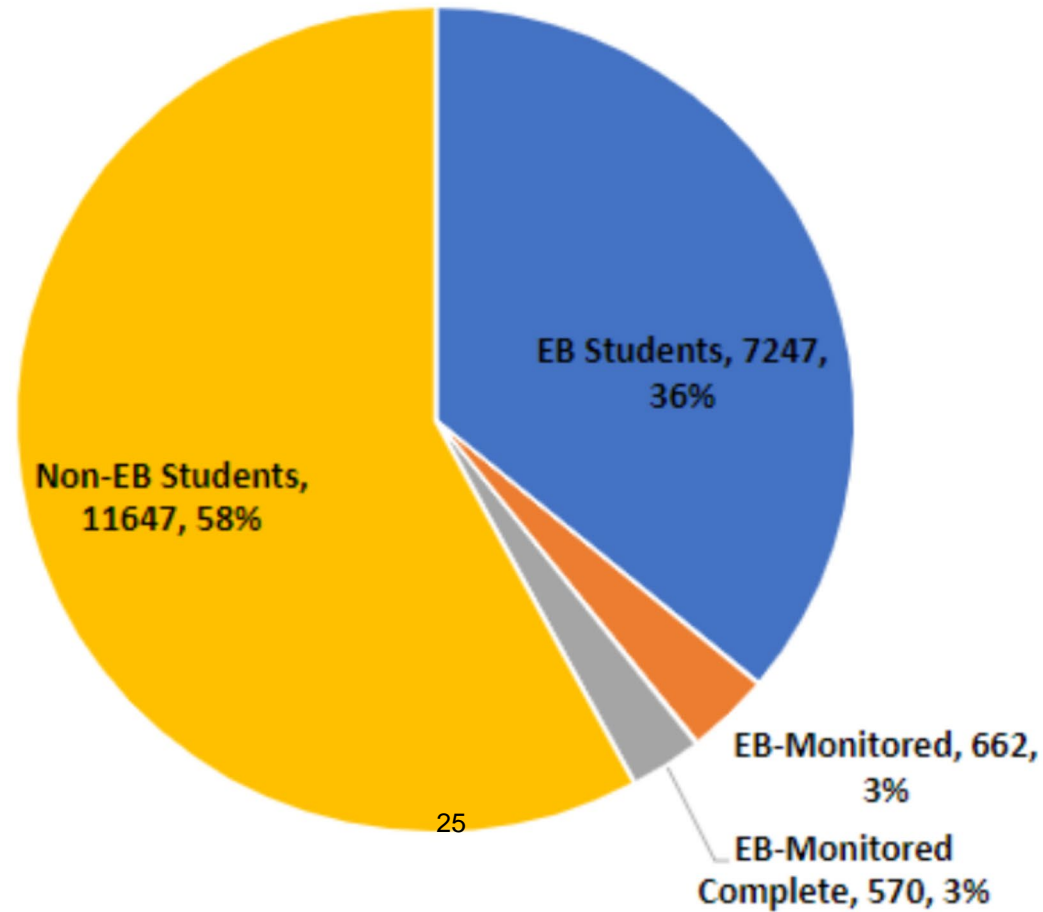
- EB Special Language Teachers (Elementary)
- PK & Bilingual Instructional Aides (Elementary)
- ELDA Instructional Aides (High School)

Quality, Value & Support



Our students

2023-2024 McAllen ISD Student Population (Dec. 2023)



How do we serve an emergent bilingual (EB) student in Texas? *(see [video](#) for additional information)*

1 Identification **2** Placement **3** Reclassification **4** Monitoring

English
Learner



English
Proficient

Note: “Emergent bilingual (EB) student” is a student whose primary²⁶ language is other than English and whose English language skills are such that the student has difficulty in performing ordinary classwork in English. They are also referred to as English learners in federal policies.



How do we serve an emergent bilingual (EB) student in Texas? (continued)

State Requirements and the Language Proficiency Assessment Committee (LPAC) ([TEC 29.051-29.066](#) & [TAC 89.1202-89.1226](#))



Identification

(complete within 4 weeks of student's enrollment)

- Home Language Survey
- Testing and classification of students
- LPAC meeting and recommendation, parent consent, PEIMS coding

Placement

- Place student in the appropriate program with parent consent
- Monitor student's performance and make assessment recommendations
- Provide equitable access to school programs

Reclassification

- Review progress of all EB students and determine if reclassification criteria is met
- Reclassify EB students at the end of the year
- Exit students from program with parent consent

Monitoring

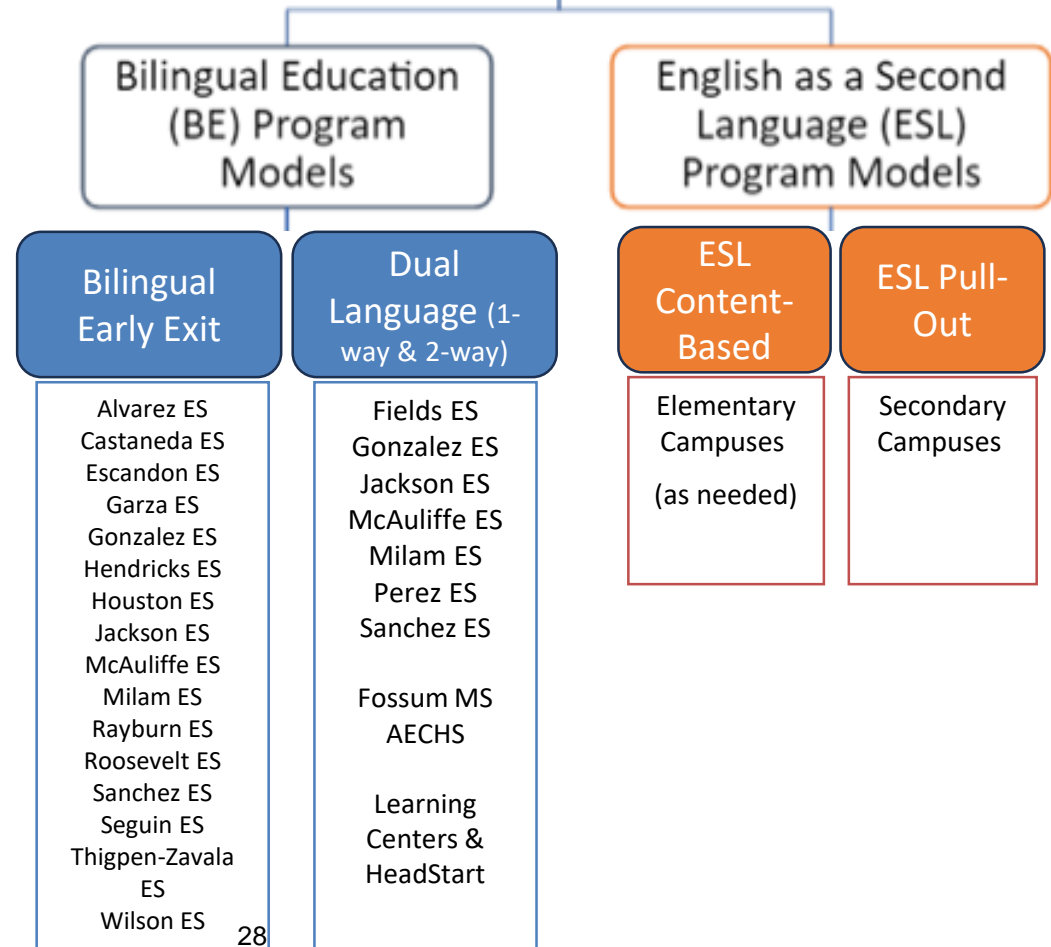
- Monitor academic progress of reclassified students and bring back to EB status if needed



State Approved Program Models Offered at McAllen ISD

TEC 29.066; TAC 89.1210

How do we serve emergent bilingual (EB) students in McAllen ISD?



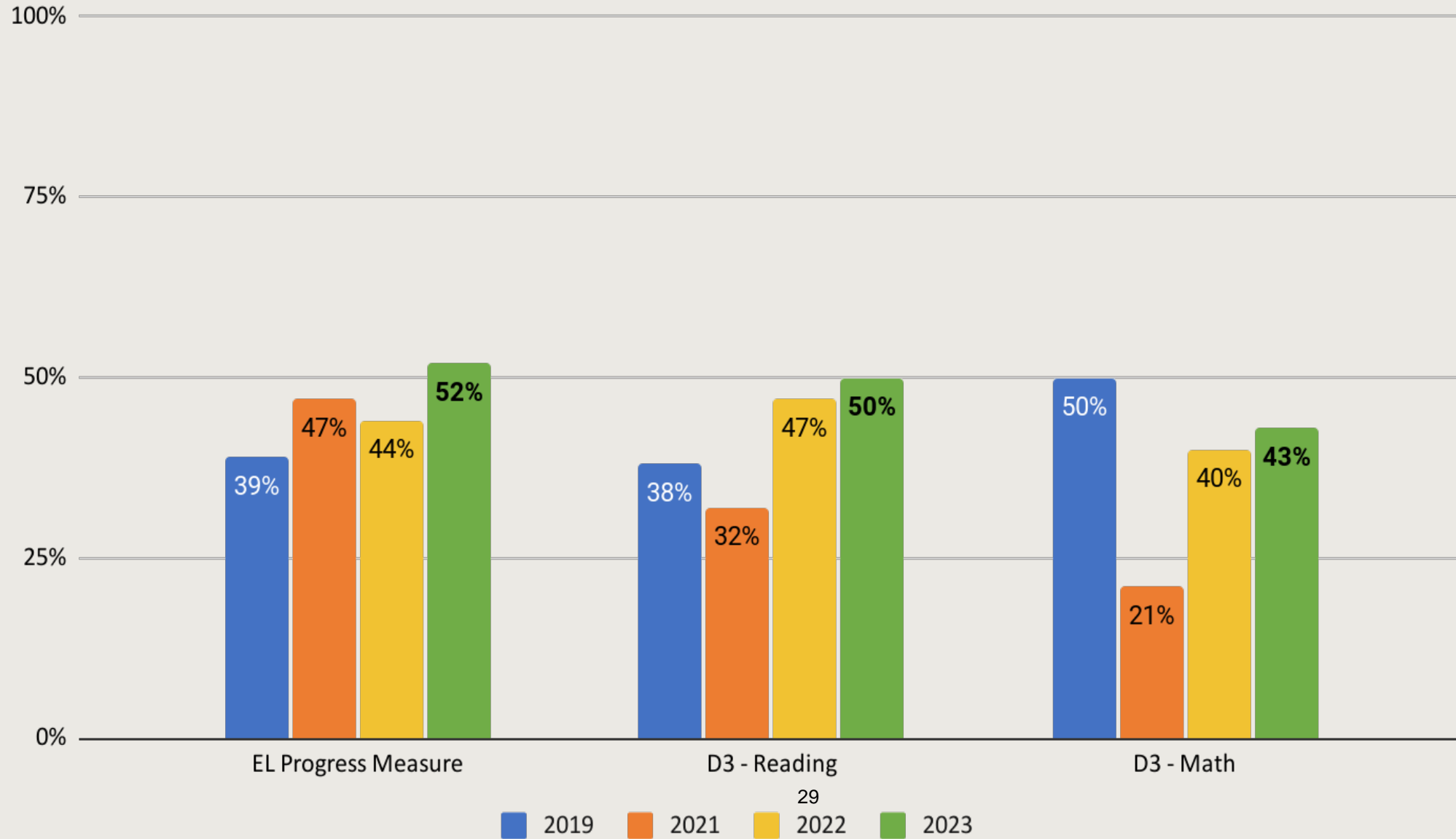
McAllen ISD Program Models

20* EBs @ same grade and primary language district-wide = BE program required in elementary*

1* EB = ESL program required

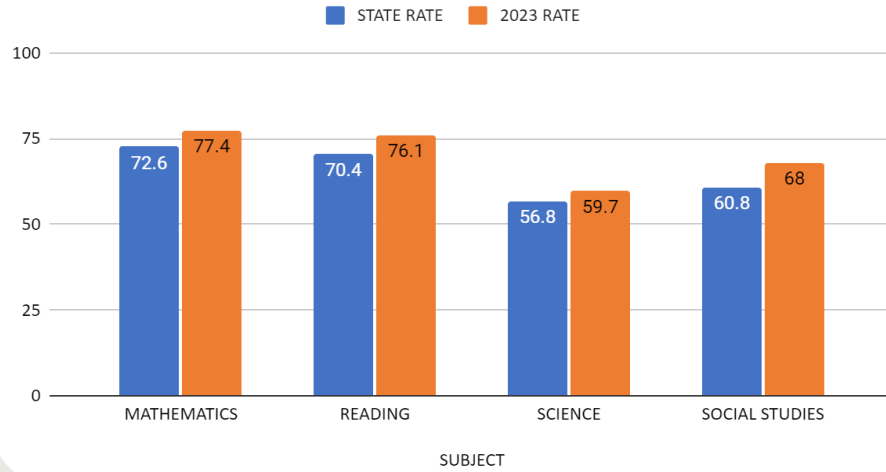


McAllen ISD Emergent Bilingual and Monitored Students - Domain 3



2023 Results Driven Accountability (RDA)

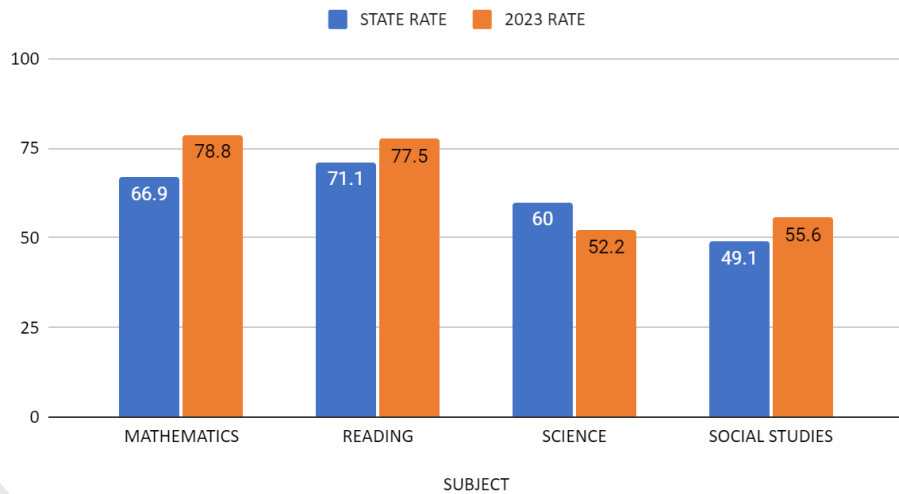
2023 RDA - BILINGUAL EDUCATION STAAR 3-8 PASSING RATE



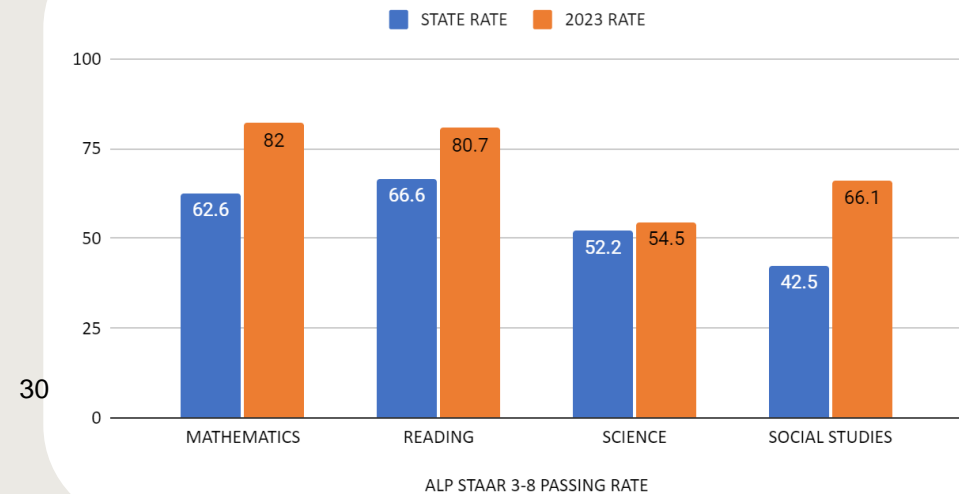
ESL STAAR 3-8 PASSING RATE



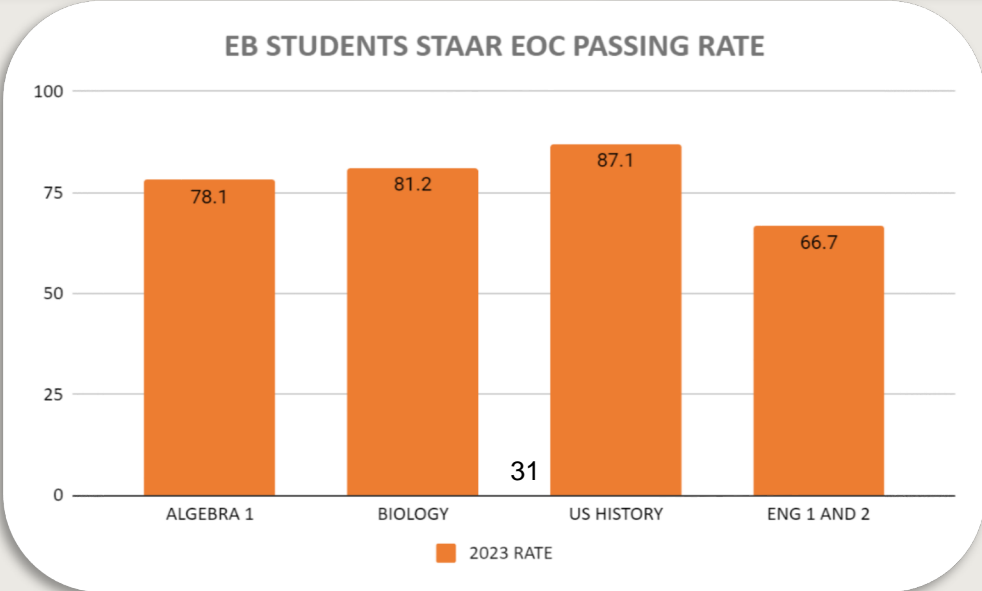
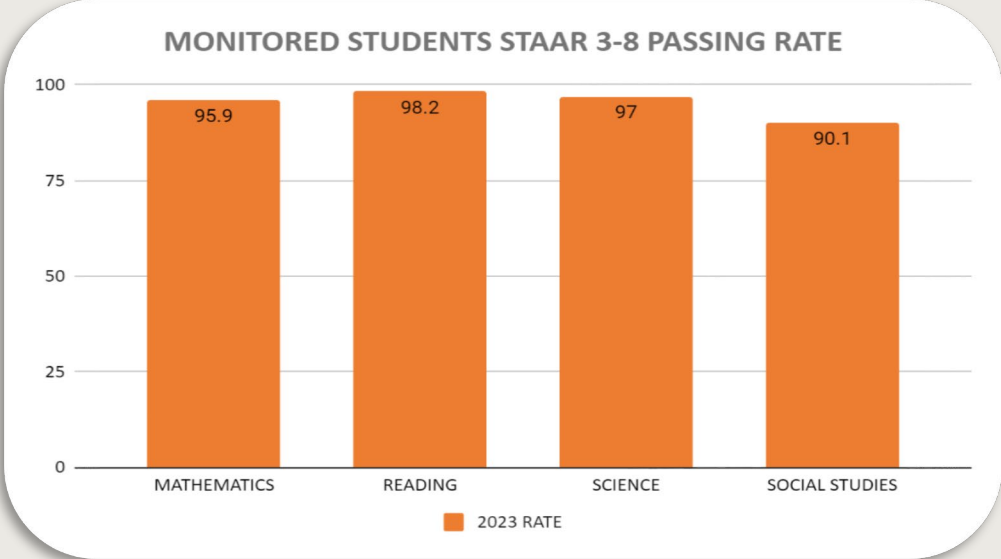
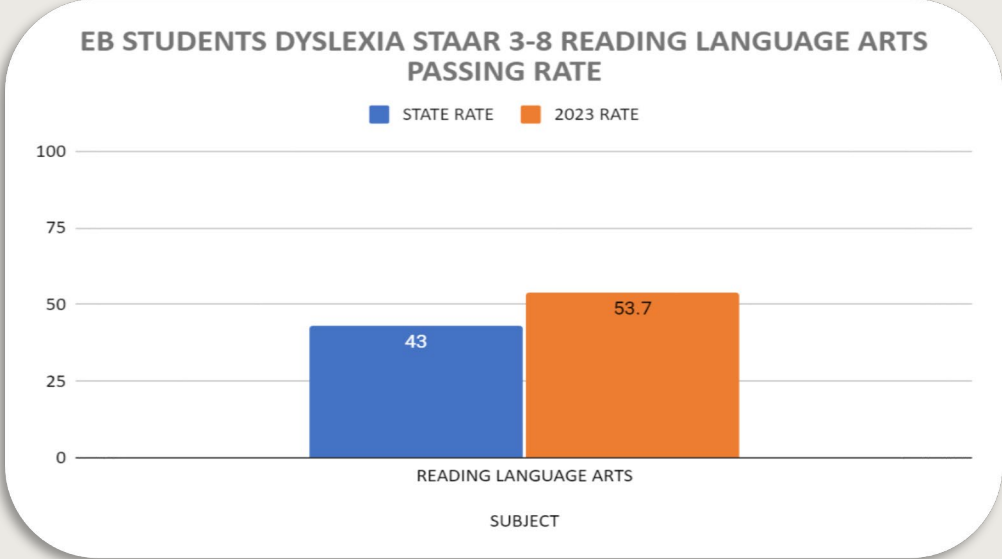
EB STUDENTS (NOT SERVED IN BE/ESL) STAAR 3-8 PASSING RATE



ALTERNATIVE LANGUAGE PROGRAM STAAR 3-8 PASSING RATE



2023 Results Driven Accountability (RDA)



Funding Sources

- Bilingual Education Allotment (BEA) - Fund 164
 - 2023 Total Allocation \$4,347,143
 - Districts are required to spend at least **55% of BEA (\$2,390,929)** in providing bilingual education or English as a second language (ESL) programs through direct program costs

Bilingual Education Allotment (BEA) Weights <i>Identified EB students whose parents have denied program services do not generate BEA funding</i>	
0.1	Emergent Bilingual students in average daily attendance in a standard or alternative bilingual education or an ESL program. (0.1 x BA for EB student = \$616)
0.15	Emergent Bilingual student in average daily attendance in a dual language immersion one-way or two-way program model. (0.15 x BA for EB student = \$924)
0.05	Non-emergent bilingual student and reclassified emergent bilingual students in average daily attendance in a dual language immersion two-way program model. (0.05 x BA for non-EB student = \$308)



Funding Sources (continued)

- Title III Part A - English Language Acquisition (Fund 263)
 - 2023 District Allocation \$679,287
- Title III Part A - Immigrant (Fund 263M)
 - 2023 District Allocation \$70,713
- Required Summer Program
 - Fund 288 (TEA LEP Summer School Reimbursement) \$10,286
 - Fund 199B \$36,386
- Other Miscellaneous Expenses
 - Fund 199M \$5,992
- Foreign Languages
 - Professional learning and curriculum writing funded by the State & Federal Programs Department



Services – Teachers, Administrators, and Staff

- Professional development in the areas of:
 - LPAC (Language Proficiency Assessment Committee)
 - PreLAS & LAS Links (identification testing)
 - IOWA (reclassification testing)
 - Ellevation (LPAC Software)
 - ELPS & PLDs
 - Vocabulary
 - Writing across the curriculum
 - Seven Steps to a Language-rich Interactive Classroom & Sheltered Instruction
 - Language development
 - Bilingual Early Exit, Dual Language, ESL
 - Differentiation
 - Bilingual/ESL certification exams
 - Instruction in foreign language classroom



Services



- EB student identification testing
 - materials for preLAS and LAS Links and testing for LAS Links
- EB students' reclassification IOWA testing
 - materials, monitoring, data management, and training
- TELPAS preparation and equipment
- Technological equipment and resources
- In-class support, PLCs, and coaching
- Teacher Stipends
 - Bilingual Early Exit or Dual Language teachers; bilingual reading academies; Texas dual language project teachers
- Supplemental or substitute pay for teachers
 - to attend planning, professional learning, tutoring, testing, certification preparation & testing
- Reimbursement of bilingual/ESL certification test fees, mileage, and other costs.





Services - Students

- Provide supplemental instructional resources, realia, and manipulatives
- Summer Programs:
 - Language Ignition Camp
 - Enrichment STEAM camp for EB students in grades 1st-7th
 - Bilingual Summer Program
 - Mandatory PK & K EB program
 - Dual Language Sun-sational Camp
 - STEAM and Poetry camp for incoming 6th grade dual language
 - RICE Tapia camps
 - ESL high school summer supplemental teachers – GOLD STAAR Academy



Services

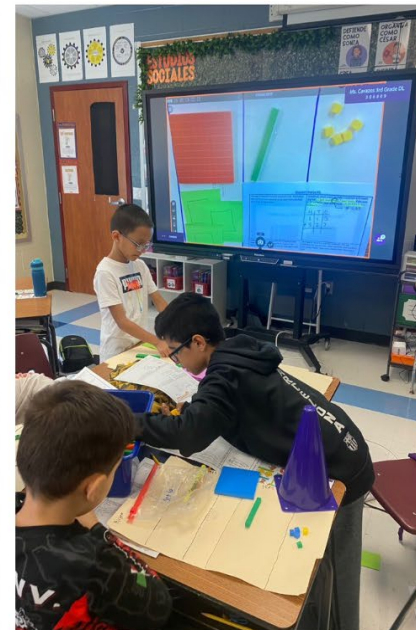
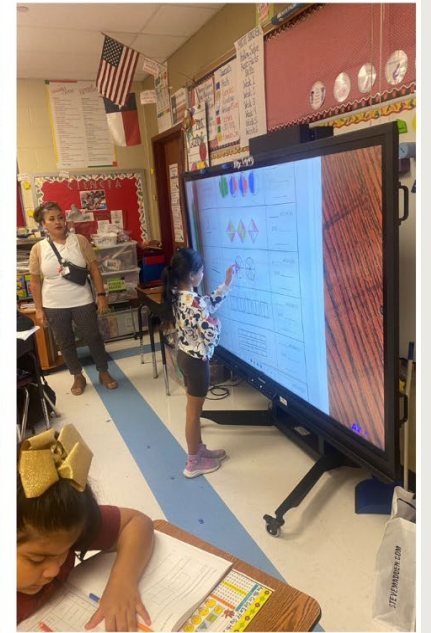


- EB Special Language teachers
- Bilingual & PK Instructional Aides
- ELDA Instructional Aides
- Language development camps, review sessions, tutorials
- Technological equipment
- Parent, family & community engagement
 - events
 - newsletter
 - informational meetings
 - resources & training
- Spanish Spelling Bee



Services - Content

- Curriculum writing support
- Academic supplemental programs
 - Progress Learning
 - Learning AZ
 - Lexia Power UP
 - Achieve 3000
 - Seidlitz Science Vocabulary
- Language development supplemental programs
 - SUMMITK12
 - Lexia English
- Supplemental instructional resources
 - realia, manipulatives, consumables, headsets, Promethean boards



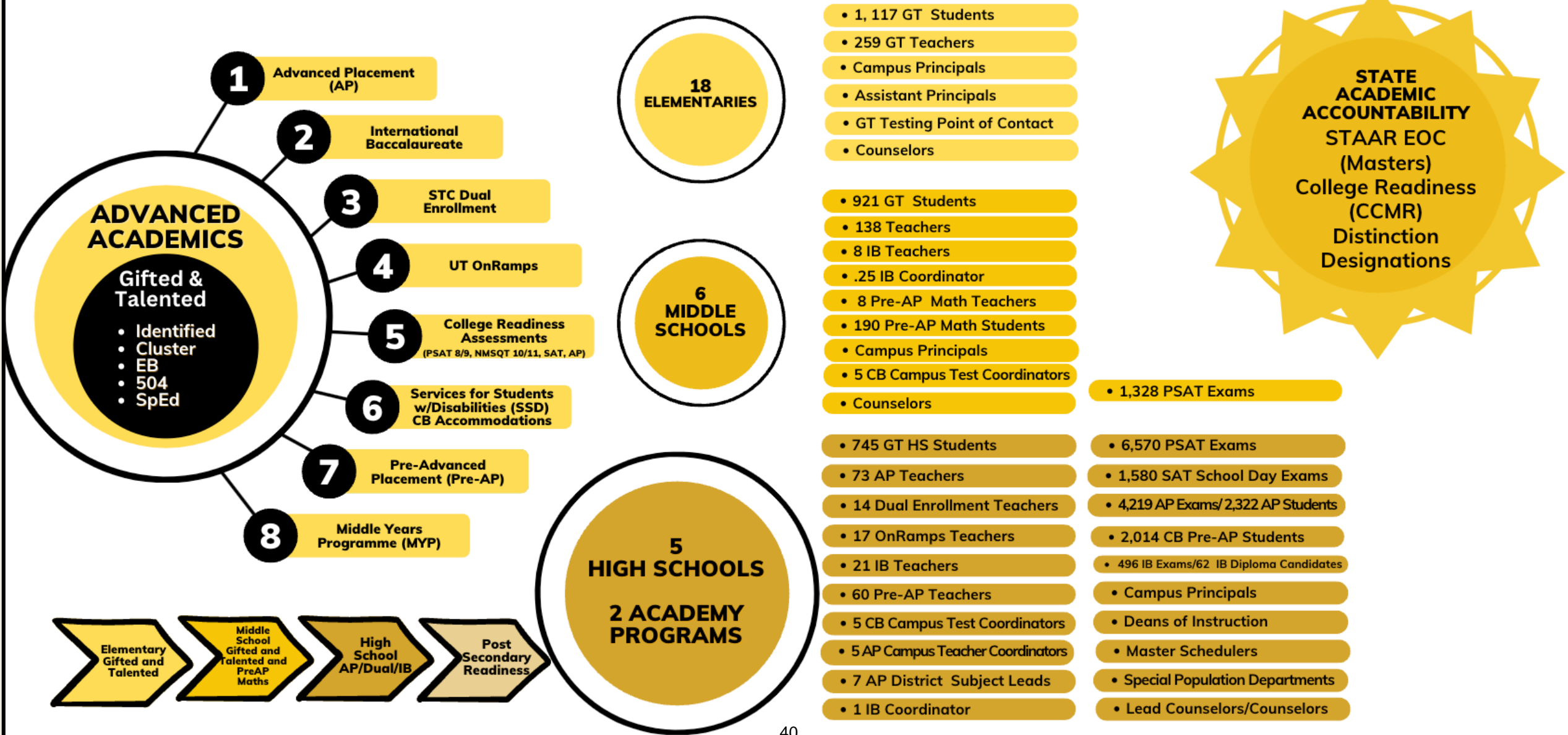


ADVANCED ACADEMIC SERVICES

Karen Nitsch

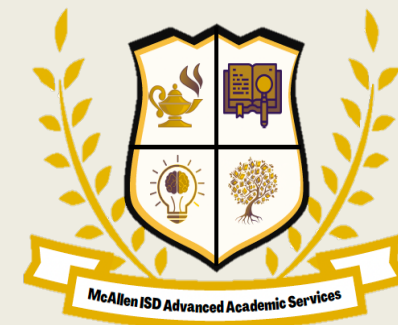
- ❖ GIFTED TALENTED/ADVANCED LEARNER PROGRAM
- ❖ ADVANCED PLACEMENT PROGRAM
- ❖ INTERNATIONAL BACCALAUREATE PROGRAMME
- ❖ DUAL ENROLLMENT PROGRAMS
- ❖ COLLEGE READINESS EXAMS

ADVANCED ACADEMICS CONTINUUM OF SERVICES



Continuum of Annual Academic Growth

ADVANCED ACADEMIC SERVICES STAFF



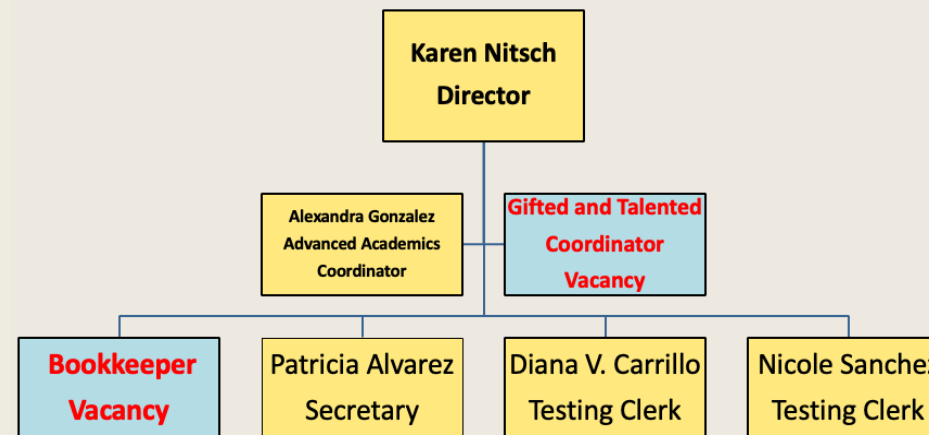
Director of Advanced Academic Services:

- ❖ **Leadership** regarding courses, programs, assessments, services and supports to the Gifted and Talented Special Population and provide opportunities for all students to practice and demonstrate the College Readiness component of College, Career and Military Readiness (CCMR) and earn postsecondary credit.
- ❖ **Leadership and support** to Principals, Assistant Principals, Deans, District Coordinators, Directors, Assistant Superintendents, Central Office and Community around
- ❖ **Support Programs** - Gifted and Talented, College Readiness Exams, Advanced Placement, the International Baccalaureate Continuum, Dual Enrollment, and all other related additional services.

Main Goal:

To support a wide range of advanced courses/dual enrollment options available at the 3 comprehensive High Schools, AECHS/ Lamar/ UTRGV Academy to serve the wide range of advanced academic interests and needs.

- ❖ Provide accessible opportunities to families and students beginning in elementary to participate in the most rigorous courses available when they are in HS.



GIFTED AND TALENTED ADVANCED LEARNERS

GT Coordinator Vacancy

Budget
Fund 163
\$391,115
2,783 Students
570 Teachers

2023-2024 GT Campus Enrollment			
Elementary School Name	Total Number of GT Students	Campus Population	% of GT Identified Students
Alvarez	21	451	4.66%
Castaneda	48	428	11.21%
Escandon	29	475	6.11%
Fields	37	480	7.71%
Garza	53	447	11.86%
Gonzalez	173	798	21.68%
Hendricks	61	434	14.06%
Houston	56	370	15.14%
Jackson	67	535	12.52%
McAuliffe	41	418	9.81%
Milam	155	762	20.34%
Perez	86	544	15.81%
Rayburn	74	506	14.62%
Roosevelt	33	417	7.91%
Sanchez	81	514	15.76%
Seguin	41	578	7.09%
Thigpen-Zavala	38	495	7.68%
Wilson	23	420	5.48%
Totals	1,117	9,072	12.31%
Middle School	Total Number of GT Students	Campus Population	% of GT Identified Students
Brown	93	580	16.03%
Cathey	173	836	20.69%
De Leon	117	714	16.39%
Fossum	196	823	23.82%
Morris	297	1,026	28.95%
Travis	45	489	9.20%
Totals	921	4,468	20.61%
High School Name	Total Number of GT Students	Campus Population	% of GT Identified Students
McHi	262	2,148	12.20%
Memorial	239	2,060	11.60%
Rowe	178	1,890	9.42%
Achieve	65	411	15.82%
Lamar Options	1	94	1.06%
Total	745	6,603	11.28%
District Total	2,783	20,096	13%

McAllen ISD GT/ Demographics Gifted and Talented Snapshot						
Gifted and Talented Education/Sub-Pops	21-22	21-22	22-23	22-23	23-24	23-24
All District Population	20,410		20,150		20,096	
Gifted and Talented (Fall 1st – 12th grade)	2,179	11%	2,346	12%	2,783	14%
Dyslexia/GT	22	1%	32	1%	46	2%
Section 504/GT	143	7%	175	8%	206	
At - Risk/GT	483	22%	587	25%	733	26%
Bilingual Early Exit/GT	113	5%	122	5%	151	6%
Dual Language / two way/GT	70	3%	107	5%	143	5%
Dual Language / one way/GT	69	3%	56	2%	79	3%
Eligible for free meals /GT	985	45%	1,082	46%	932	34%
Female/GT	1108	51%	1,164	49%	1,372	49%
Male/GT	1071	49%	1,181	51%	1,428	51%
Homeless/GT	3	.13%	5	.2%	6	.22%
Migrant/GT	16	.7%	13	1%	20	1%
Special Education/GT	25	1%	42	2%	76	3%

Program Priorities

Board Policies:

- ❖ [EHBB – Special Programs: Gifted and Talented Legal](#) and [Local](#)
- ❖ [DMA \(Legal\) Required Staff Development: Gifted and Talented](#)

TEA Requirements:

- Full Inclusion Program- general education teachers serving GT students.
- Fidelity of services
- Student assessment
- Service design
- Curriculum and instruction
- Professional development for admin, counselors and 246 Elem, 167 MS, 157 HS Teachers (570 total).
- Family/Community involvement
- Yearly surveys
- Board update and training
- Maintain all GT records, documentation, consents, committee reports etc.
- Advanced literacy across the disciplines



Links:

- [GT/AA2 Handbook](#)
- [Texas State Plan for the Education of Gifted and Talented Students](#)



ADVANCED PLACEMENT PROGRAM

Alexandra Gonzalez

Karen Nitsch



Texas Education Agency 2022-23 College, Career, and Military Readiness (CCMR) MCALLEN ISD (108906) - HIDALGO COUNTY	Academic Year	State	Region 01	District
AP / IB Met Criteria in Any Subject (Annual Graduates)	2021-22	20.5%	21.6%	29.5%
	2020-21	21.3%	23.2%	34.9%

Budget
Fund 199
\$281,950
3,455 Students
129 Teachers

Advanced Placement Participation McAllen ISD			
	2020-2021	2021-2022	2022-2023
Total AP Exams	3,898	3,860	3,742
Total AP Students	2,157	2,147	2,183
HS Population	7,017	6,768	6,690
% HS Population Participating AP	31%	32%	33%

Advanced Placement Performance McAllen ISD			
	2020-2021	2021-2022	2022-2023
Total AP Exams	4,175	3,860	3,742
% exams passed 3, 4, 5	22%	33%	31%
# exams passed 3, 4, 5	856	1,269	1,173
AP Scholars (3+ exams passed)	194	243	242
Percent of AP Students Earning AP Scholar Recognition Level	9%	11%	11%
Potential College Credits Earned	3,146	3,103	4,692

Program Priorities

- ❖ Accountability Measure for College, Career, Military Readiness
- ❖ Accountability Measure for Campus Distinctions Designations for Participation and Performance
- ❖ Support for Students with Disabilities ,and emerging bilingual students
- ❖ Paid Assessments
- ❖ Summer Institutes and mentors for new teachers
- ❖ 26 AP courses , 7 PrAP courses and Springboard geometry
- ❖ Student National award opportunities
- ❖ AP district lead teachers for subject groups
- ❖ AP campus lead teachers
- ❖ Student AP prep sessions
- ❖ Student AP mock exams
- ❖ Teacher support meetings each 6 weeks
- ❖ Teacher Summer curriculum writing
- ❖ Textbooks and supplemental resources



INTERNATIONAL BACCALAUREATE PROGRAMME "IB Continuum" Karen Nitsch

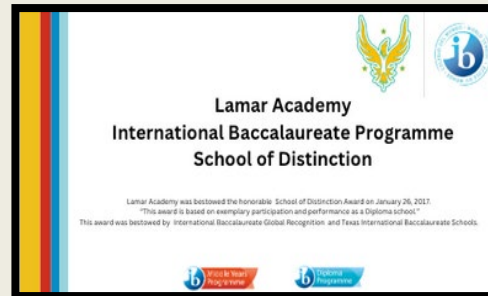


**Budget
Fund 199
\$257,000
885 Students
85 Teachers and
Staff**

Texas Education Agency 2022-23 College, Career, and Military Readiness (CCMR) MCALLEN ISD (108906) - HIDALGO COUNTY	Academic Year	State	Region 01	District
AP / IB Met Criteria in Any Subject (Annual Graduates)	2021-22	20.5%	21.6%	29.5%
	2020-21	21.3%	23.2%	34.9%

International Baccalaureate Programme Participation McAllen ISD			
Campus	2020-2021	2021-2022	2022-2023
Perez	543	546	544
DeLeon	66	67	71
Lamar Academy	306	281	270

International Baccalaureate Diploma Programme Performance McAllen ISD			
Campus	2020-2021	2021-2022	2022-2023
Total Candidates	82	71	62
# of IB Diplomas	66	65	52
# Students receiving IB Exam Certificate	16	6	10
% Earning IB Diploma	80%	92%	84%
# of Bilingual Diplomas	20	17	26
% Earning Bilingual Diploma	24%	24%	42%
Potential College Credits Earned IB Diploma	1,584	1,488	1,248
Potential College Credits Earned by IB Exam Certificates	320	120	200



- Program Priorities
- ❖ Accountability Measure for College, Career, Military Readiness
 - ❖ Accountability Measure for Campus Distinctions Designations for Participation and Performance
 - ❖ Increase enrollment and diplomas earned
 - ❖ Professional development
 - ❖ Provide books and resources
 - ❖ Curriculum writing
 - ❖ IB Coordinator (Lamar 1, DeLeon .5)
 - ❖ IB Innovative Lead Teacher (Perez/DeLeon)
 - ❖ Toddle Learning Management System for IB schools
 - ❖ Summer bridge camps
 - ❖ Paid IB Assessments



SOUTH TEXAS COLLEGE, UT ONRAMPS, UTRGV DUAL Karen Nitsch

Budget
Fund 199 and 155
\$430,034
1,250 unduplicated students
36 Teachers
STC Professors and UTRGV Professors

Dual Enrollment Participation McAllen ISD			
# of Students	2020-2021	2021-2022	2022-2023
STC Dual	599	372	442
Achieve Early College HS	433	385	402
UT OnRamps	180	336	363
UTRGV	23	27	43
UTRGV Collegiate Academy			239
Total Students Participating in Dual	1,235	1,120	1,250

Dual Enrollment Performance McAllen ISD			
Credits Earned	2020-2021	2021-2022	2022-2023
STC Dual including AECHS	7,460	7,608	8,850
UT OnRamps	613	818	1,260
UTRGV	30	143	245
UTRGV Collegiate Academy			
Total Potential College Credits Earned	8,103	8,569	10,355
AECHS Associates Degrees	85	56	51

MISD Expenditures Associated with South Texas College Dual Enrollment				
	19-20	20-21	21-22	22-23
Books	\$53,796.20	\$161,125.37	\$74,588.57	\$92,029.39
STC Tuition	\$82,860.40	\$134,733.49	\$151,448.88	\$164,208.80
Books and Tuition	\$136,656.60	\$295,858.86	\$226,037.45	\$256,238.19

Departments Supporting Dual Enrollment

- ❖ **Advanced Academic Services- Karen Nitsch**
Textbook, supplemental resource purchases, camps, professional development, stipends, HS implementation plans, grades, course crosswalks, graduation regalia, National Student Clearinghouse, SAT testing, MOU'S
- ❖ **Career, Technical Education – Lilly S. Silva**
CTE courses, recruitment, CTE dual teachers, MOU
- ❖ **Counseling and Guidance - Norma Cabrera**
Student recruitment, enrollment of students and TSIA2 testing
- ❖ **Principal AECHS - Miguel Carmona**
Recruitment and all associated responsibilities for Achieve Early College HS
- ❖ **Director UTRGV Collegiate Academy –Elizabeth Gonzalez**
Recruitment and all associated responsibilities for UTRGV Collegiate Academy



SOUTH TEXAS COLLEGE, UT ONRAMPS, UTRGV DUAL, ADVANCED COURSES CCMR ACCOUNTABILITY Karen Nitsch

Texas Education Agency			
2022-23 College, Career, and Military Readiness (CCMR)			
MCALLEN ISD (108906) - HIDALGO COUNTY			
Academic Year	State	Region 01	District
College, Career, and Military Ready			
College, Career, or Military Ready (Annual Graduates)			
2021-22	70.0%	88.5%	86.2%
2020-21	65.2%	80.5%	69.6%
Associate Degree (Annual Graduates)			
2021-22	2.4%	5.4%	3.6%
2020-21	2.6%	6.3%	5.8%
Associate Degree but not Career / Military Ready (Annual Graduates)			
2021-22	1.8%	2.8%	3.4%
2020-21	2.1%	4.3%	5.6%
Associate Degree and Career / Military Ready (Annual Graduates)			
2021-22	0.7%	2.5%	0.3%
2020-21	0.5%	2.0%	0.2%
Dual Course Credits in Any Subject (Annual Graduates)			
2021-22	24.0%	30.3%	22.6%
2020-21	25.9%	35.1%	27.6%
Onramps Course Credits (Annual Graduates)			
2021-22	4.4%	3.0%	8.3%
2020-21	4.4%	3.3%	7.6%
Dual Course Credits or Onramps Course Credits (Annual Graduates)			
2021-22	25.4%	30.8%	23.6%
2020-21	27.2%	35.4%	28.6%

Texas Education Agency				
2022-23 Other Postsecondary Indicators				
MCALLEN ISD (108906) - HIDALGO COUNTY				
	Academic Year	State	Region 01	District
Advanced/Dual-Credit Course Completion (Grades 11-12)				
Any Subject	2021-22	64.8%	69.5%	68.1%
	2020-21	62.4%	69.4%	66.6%
English Language Arts	2021-22	30.0%	36.7%	31.6%
	2020-21	29.8%	37.5%	31.1%
Mathematics	2021-22	41.8%	45.3%	33.2%
	2020-21	40.2%	47.1%	31.4%
Science	2021-22	43.7%	47.3%	52.6%
	2020-21	42.6%	46.9%	52.1%
Social Studies	2021-22	28.5%	36.0%	27.0%
	2020-21	29.0%	36.9%	28.5%
Advanced/Dual-Credit Course Completion (Grades 9-12)				
Any Subject	2021-22	44.2%	53.6%	45.3%
	2020-21	42.5%	54.0%	45.3%
English Language Arts	2021-22	16.6%	22.8%	14.7%
	2020-21	16.3%	23.2%	15.0%
Mathematics	2021-22	19.9%	23.6%	17.9%
	2020-21	19.3%	25.2%	16.3%
Science	2021-22	21.1%	24.4%	25.0%
	2020-21	20.6%	24.0%	24.7%
Social Studies	2021-22	22.8%	30.6%	22.9%
	2020-21	22.8%	30.7%	25.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)				
	2020-21	46.7%	51.3%	60.9%
	2019-20	46.1%	48.9%	54.8%

District Priorities

- ❖ Accountability Measure for College, Career, Military Readiness
- ❖ Accountability Measure for Campus Distinctions Designations for Completion of Course, Earning an Associate's Degree
- ❖ Agreements and Memorandums of Understanding
- ❖ UTRGV TexPrep Engineering Camp
- ❖ STC Cyber Patriot Summer Camp
- ❖ Increase all STC Dual Enrollment at Comprehensive High Schools
- ❖ Expand Dual Courses Offerings
- ❖ Maintain OnRamps Courses and Enrollment
- ❖ Summer and Fall Teacher Professional Learning Institutes
- ❖ Maintain District Dual Course Crosswalks
- ❖ Provide teachers with the AP + Dual Stipends,
- ❖ Textbooks and supplemental resources
- ❖ Paid Dual Enrollment Tuition - STC, UT OnRamps, UTRGV



COLLEGE READINESS EXAMS

PSAT 8,9

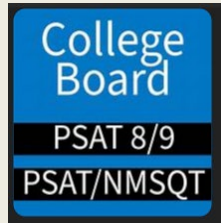
PSAT/NMSQT 10,11

SAT SCHOOL DAY 11

COLLEGE BOARD NATIONAL RECOGNITIONS

Alexandra Gonzalez

Budget
Fund 155
\$105,000
5,565 students
7,209 Exams



MISD Scholar	2020-2021	2021-2022	2022-2023
National Merit Scholar Commended/Semifinalist/Finalist	4	12	8
College Board Recognition National Hispanic, National African American, National Indigenous	8	202	200

Texas Education Agency 2022-23 CCMR-Related Indicators MCALLEN ISD (108906) - HIDALGO COUNTY		Academic Year	State	Region 01	District
SAT/ACT Results (Annual Graduates)					
Tested		2021-22	71.5%	49.6%	68.3%
		2020-21	70.8%	47.9%	93.6%
At/Above Criterion for All Examinees		2021-22	32.1%	20.7%	26.9%
		2020-21	32.9%	20.8%	22.9%
At/Above Criterion for All Graduates		2021-22	22.9%	10.3%	18.4%
		2020-21	23.3%	10.0%	21.4%
Average SAT Score (Annual Graduates)					
All Subjects		2021-22	1001	969	983
		2020-21	1002	953	942
English Language Arts and Writing		2021-22	506	495	500
		2020-21	504	483	477
Mathematics		2021-22	496	474	483
		2020-21	498	470	466

District Priorities

- ❖ Accountability Measure for College, Career, Military Readiness
- ❖ Accountability Measure for Campus Distinctions Designations for Participation and Performance
- ❖ Provide free PSAT/SAT testing
- ❖ Campus Support Exam Ordering, Registration File Upload, Student Registrations
- ❖ Campus Support for Students with Disabilities
- ❖ Support for Emerging Bilingual (PSAT 8/9 and SAT School Day)
- ❖ Support College Board National Recognitions Applications, Submissions and Awards (Medals)
- ❖ National Merit Scholarship Semifinalist/National Merit Scholarship Commended Awards
- ❖ National Hispanic, National African American, and National Indigenous Recognition Award Awards



GLOBAL AND NATIONAL RECOGNITION FOR HIGH SCHOOLS

U.S. NEWS AND WORLD REPORTS- BEST HIGH SCHOOLS


AP SCHOOL HONOR ROLL

INTERNATIONAL BACCALAUREATE SCHOOL OF DISTINCTION




Achieve Early College High School
 #125 National Rankings
 #15 Texas High Schools
 #1 McAllen Metro Area

Recognized as one of the
 "Best High Schools"
 by U.S. News and World Report




Achieve Early College High School
 has been recognized for the
2023 AP[®] School Honor Roll
 for developing an AP program that creates a college-going culture and gives students opportunities to earn college credit and to maximize their college outcomes.




McAllen Memorial High School
 #2,867 National Rankings
 #272 Texas High Schools
 #21 McAllen Metro Area

Recognized as one of the
 "Best High Schools"
 by U.S. News and World Report




McAllen Memorial High School
 has been recognized for the
2023 AP[®] School Honor Roll
 for developing an AP program that creates a college-going culture and gives students opportunities to earn college credit and to maximize their college outcomes. McAllen Memorial High School is also honored with the 2023 AP Access Award for ensuring AP coursework is equally available to students no matter their backgrounds.




McAllen High School
 #3,798 National Rankings
 #338 Texas High Schools
 #26 McAllen Metro Area

Recognized as one of the
 "Best High Schools"
 by U.S. News and World Report




McAllen High School
 has been recognized for the
2023 AP[®] School Honor Roll
 for developing an AP program that creates a college-going culture and gives students opportunities to earn college credit and to maximize their college outcomes. McAllen High School is also honored with the 2023 AP Access Award for ensuring AP coursework is equally available to students no matter their backgrounds.



Rowe High School
 \$3,155 National Rankings
 #290 Texas High Schools
 #24 McAllen Metro Area

Recognized as one of the
 "Best High Schools"
 by U.S. News and World Report



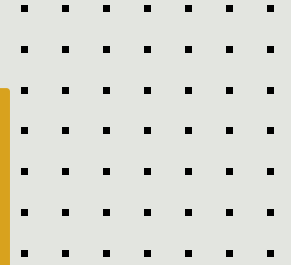
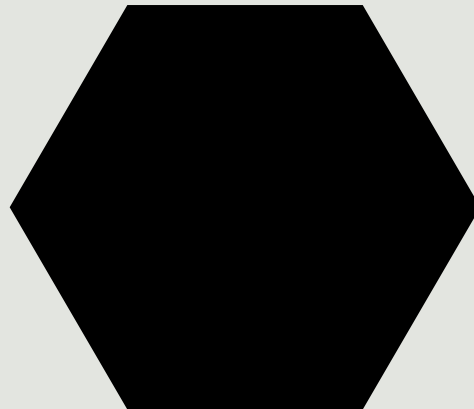
Nikki Rowe High School
 has been recognized for the
2023 AP[®] School Honor Roll
 for developing an AP program that creates a college-going culture and gives students opportunities to earn college credit and to maximize their college outcomes. Nikki Rowe High School is also honored with the 2023 AP Access Award for ensuring AP coursework is equally available to students no matter their backgrounds.





Lamar Academy
International Baccalaureate Programme
School of Distinction

*Lamar Academy was bestowed the honorable School of Distinction Award on January 26, 2017.
 "This award is based on exemplary participation and performance as a Diploma school."
 This award was bestowed by International Baccalaureate Global Recognition and Texas International Baccalaureate Schools.*

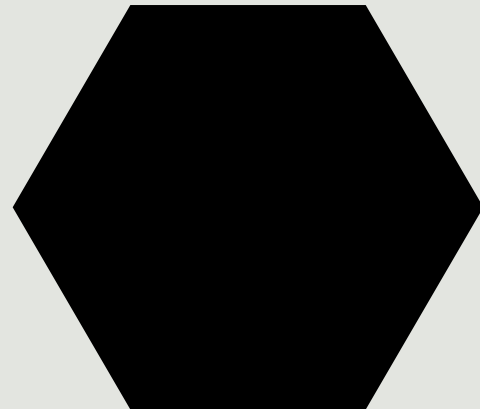


ACCOUNTABILITY

Christian Quintanilla

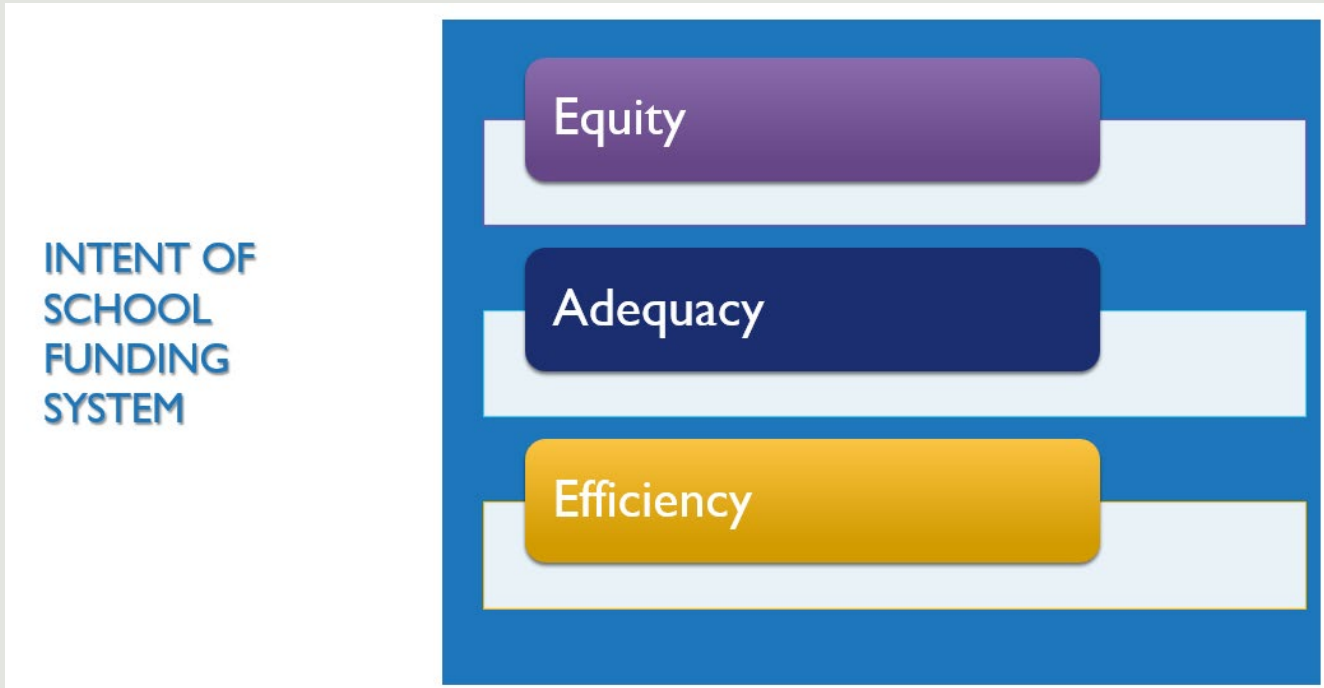
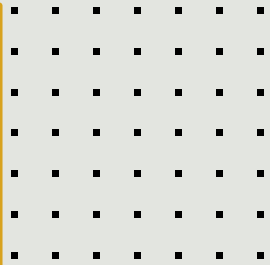
Accountability Presentation

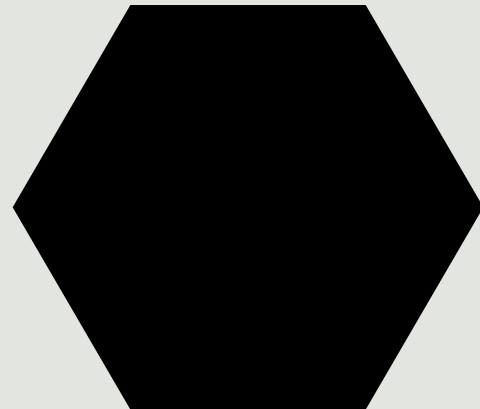




BUDGET/ Finance

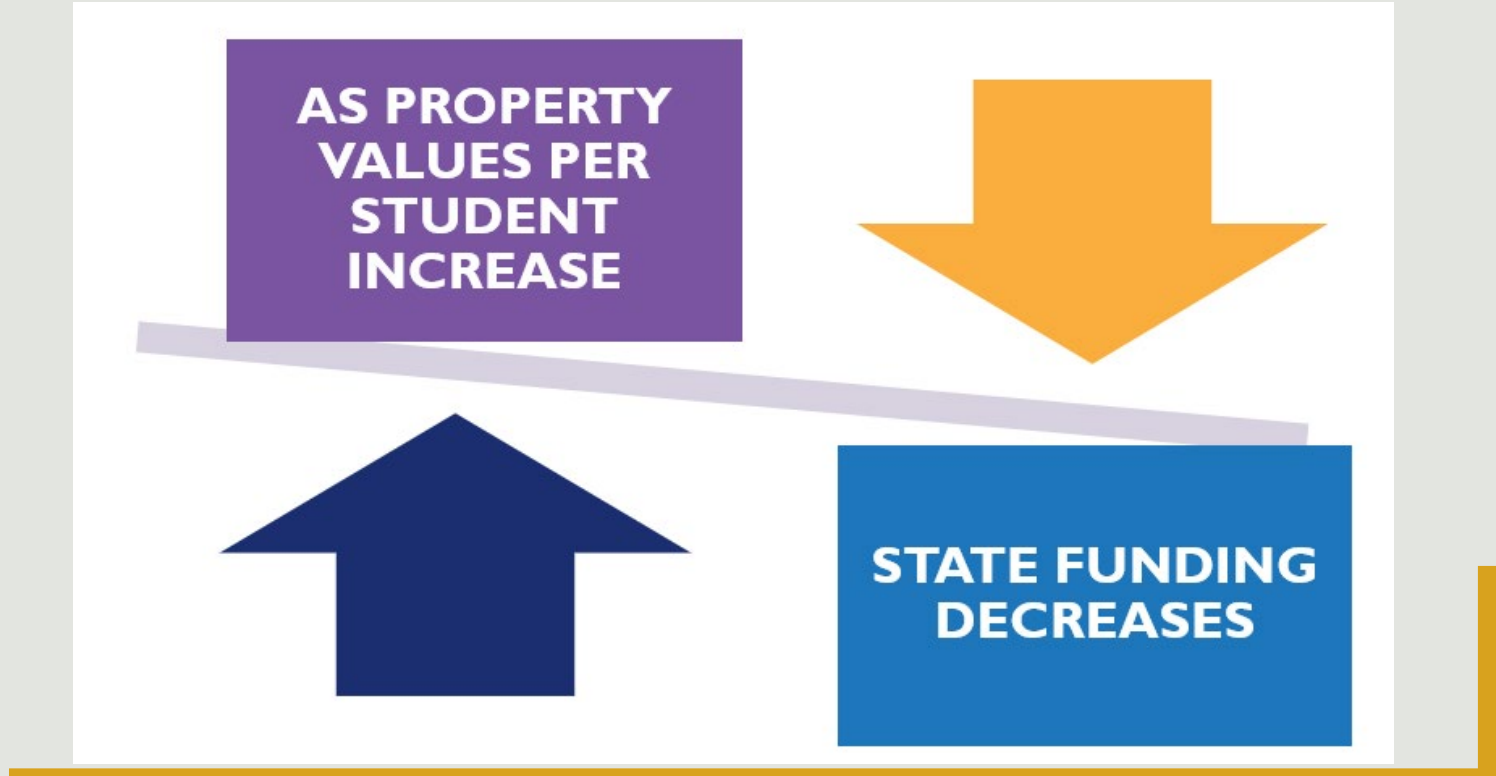
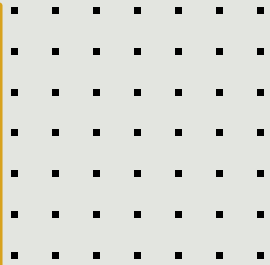
Iris Luna, Chief Financial Officer





BUDGET/ Finance

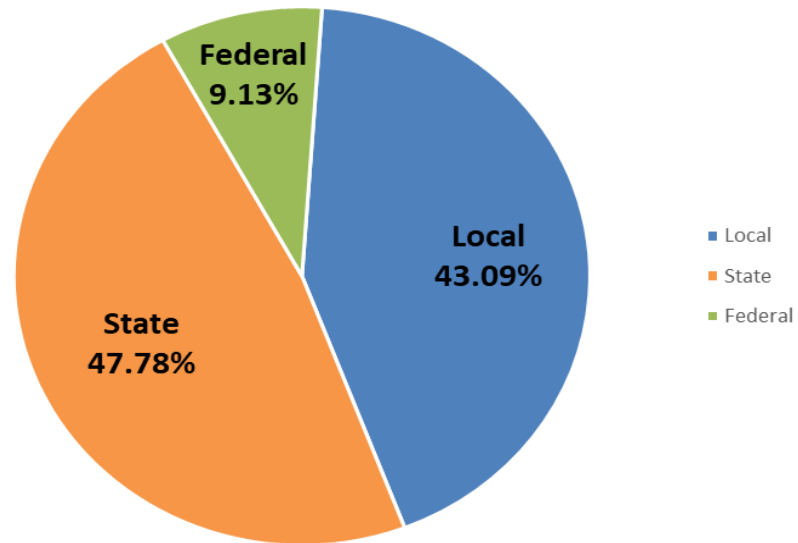
SCHOOL DISTRICT FUNDING – A BALANCING ACT



BUDGET/ Finance

WHERE DOES THE MONEY COME FROM?

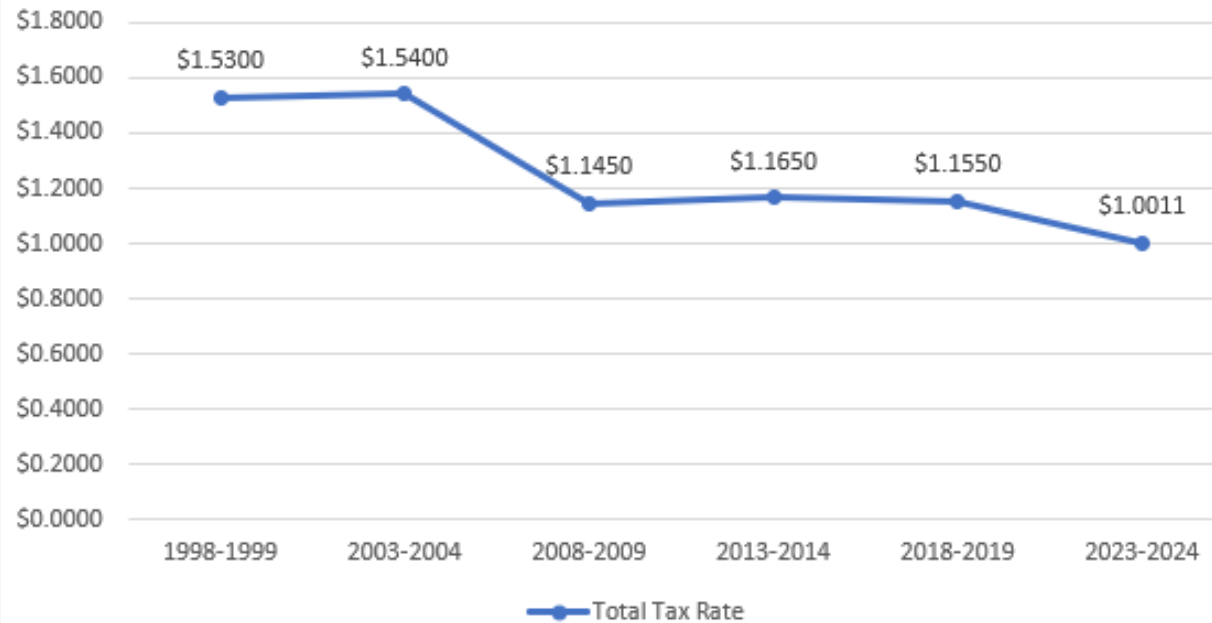
2023-2024 Revenue Sources



BUDGET/ Finance

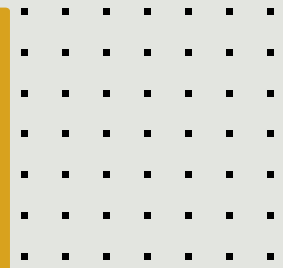
HISTORY OF PROPERTY TAX RATES

25 Year Tax Rate History



BUDGET/ Finance

FOUNDATION SCHOOL PROGRAM



The Foundation School Program (FSP) is the state program that establishes the amount of state and local funding due to school districts under Texas school finance law and provides the state share of this funding to districts.

The program is administered by the Texas Education Agency (TEA).

The FSP is meant to ensure that all school districts, regardless of property wealth, receive "substantially equal access to similar revenue per student at similar tax effort, considering all state and local tax revenues of districts after acknowledging all legitimate student and district cost differences."

BUDGET/ Finance

STATE FUNDING/STATE AID

Legislative State
Funding Formula

Basic
Allotment
\$6,160

Does Not
Include
Inflation Factor

Influenced By:

- Enrollment
- Average Daily Attendance (ADA)
- Special Populations
- Enrichment Pennies
- Property Wealth

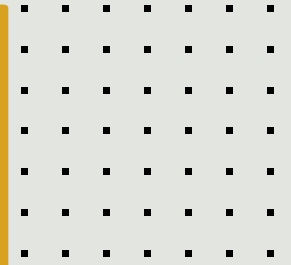
BUDGET/ Finance

STRUCTURE OF THE FOUNDATION SCHOOL PROGRAM

- **Tier I – Basic/Foundation Entitlement**
 - Consists of state and local share
 - Series of formulas determine the allotments
- **Tier II – Enrichment Entitlement**
 - Additional funding for additional tax effort
 - Guaranteed yield per penny
 - Limited to \$0.17 above MCR
- **Interest & Sinking (I&S)**
 - Most districts have qualifying debt service, but few receive state aid
 - Instructional Facilities Allotment
 - Existing Debt Allotment

BUDGET/ Finance

DIFFERENCE BETWEEN ADA AND WADA



Average Daily Attendance (ADA)

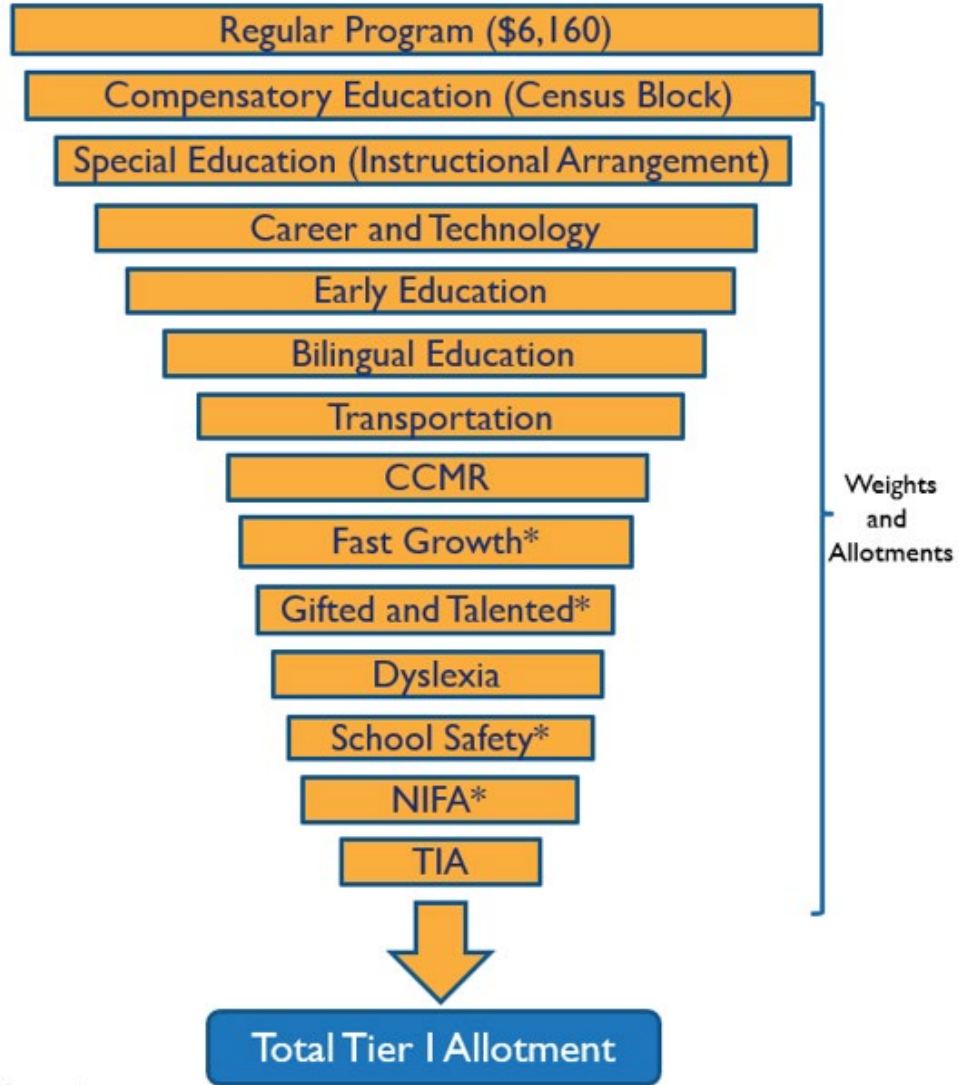
- The average number of students who come to class on any given day
- There will always be less ADA than WADA
- Used to calculate Tier I allotments

Weighted Average Daily Attendance (WADA)

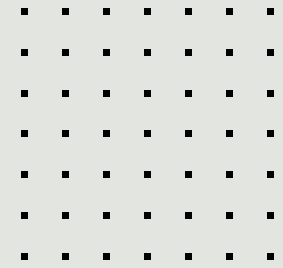
- Calculated using Tier I allotments
- Districts with large populations of students with special characteristics (i.e. – compensatory education students) will have more WADA than similar districts with small populations
- Used to calculate Tier II allotments

BUDGET/ Finance

CALCULATION OF TIER 1 – STATE SHARE



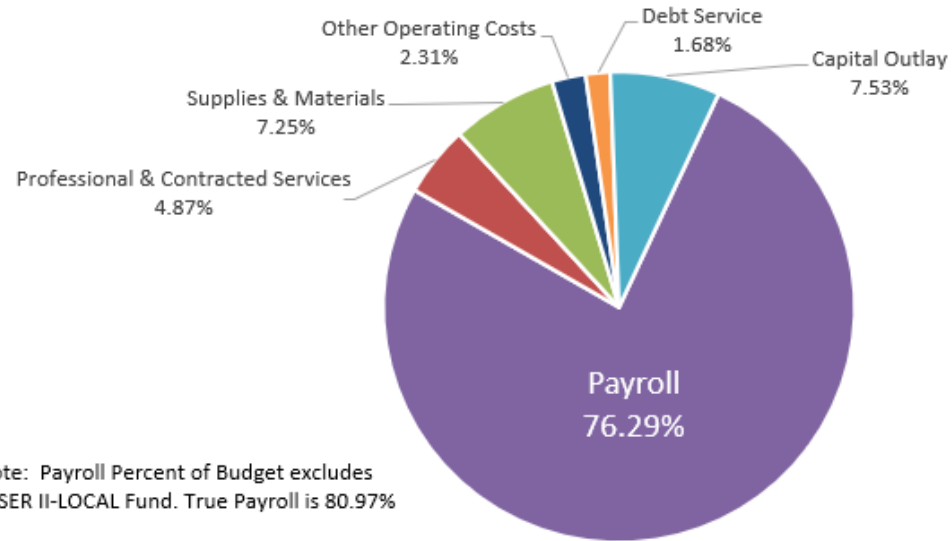
* Allotment Capped



BUDGET/ Finance

GENERAL FUND EXPENDITURES

2023-2024 Adopted Budget

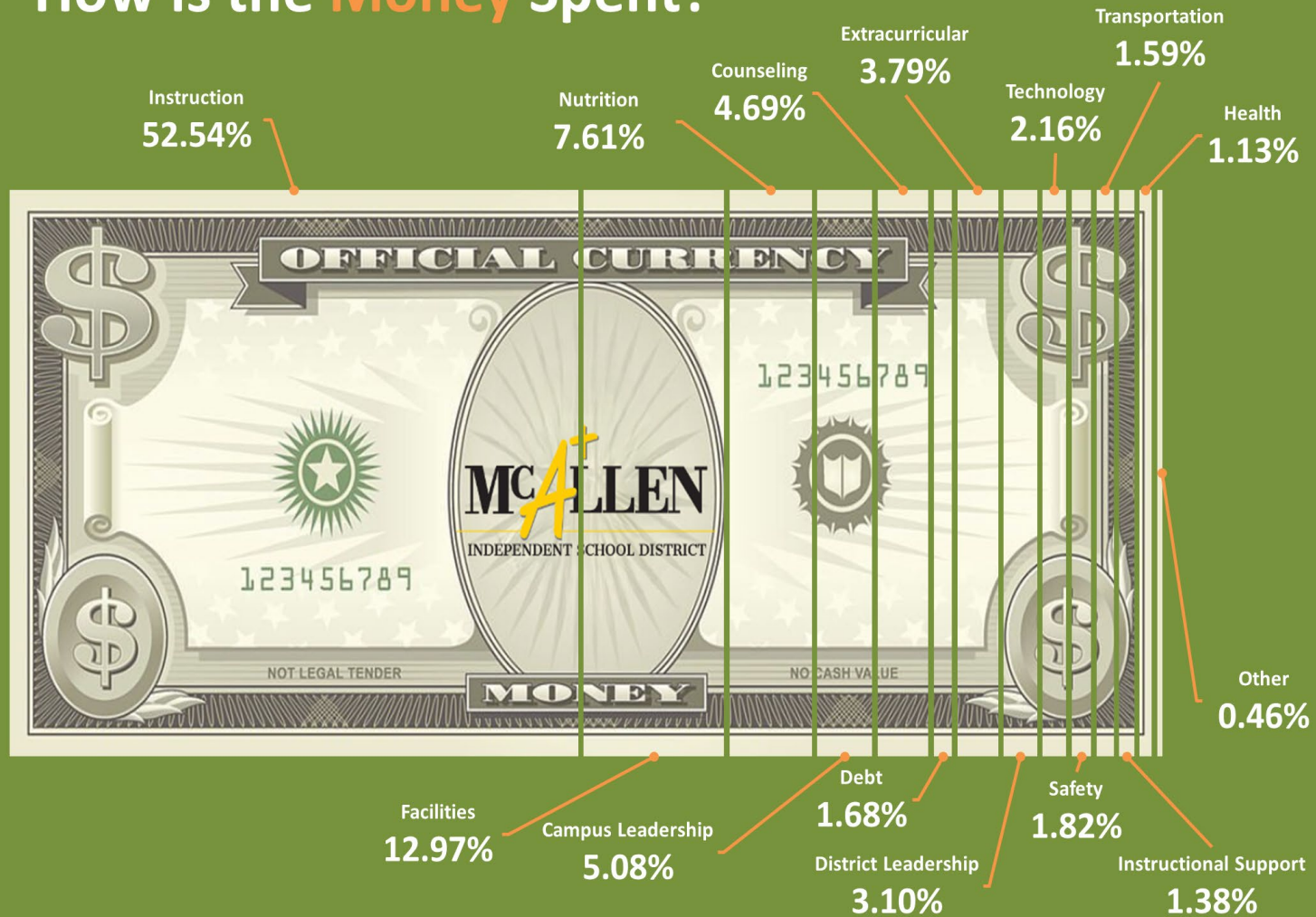


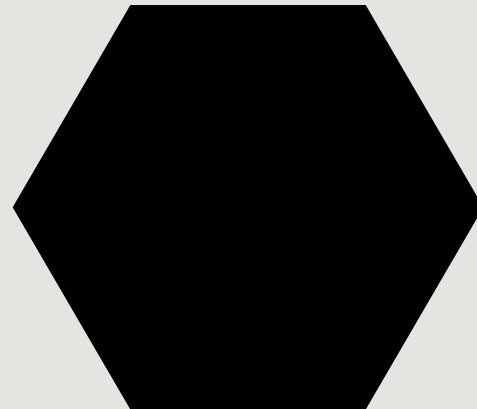
■ Payroll ■ Professional & Contracted Services ■ Supplies & Materials ■ Other Operating Costs ■ Debt Service ■ Capital Outlay

BUDGET/ Finance

HOW THE MONEY IS SPENT

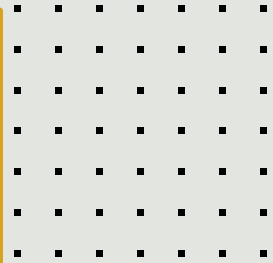
How is the Money Spent?





BUDGET/ Finance

CURRENT ISSUES WITH STATE FUNDING



Complexity of State Funding

- Funding not known until school year is over



State Funding Lacks Inflation Factor

- 30% of increase in the basic allotment towards salaries



Funding Does Not Cover State Mandates

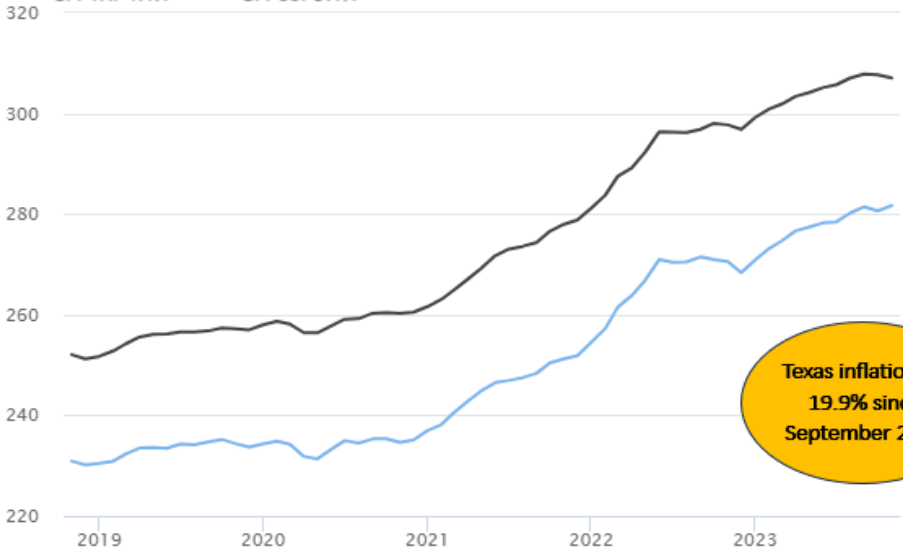
BUDGET/ Finance

IMPACT OF INFLATION

Increased cost due to general inflation is borne by the district (unless formulas are changed)

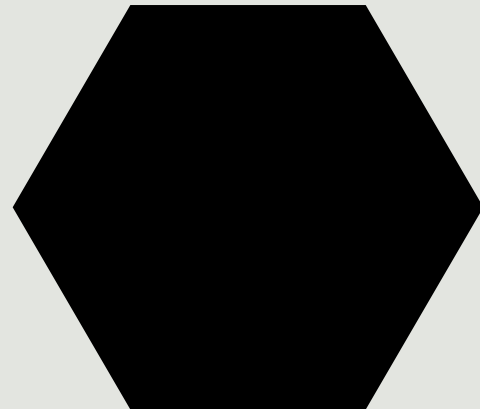
Legend/Change from previous year:

— CPI TX: 4.1% — CPI US: 3.1%



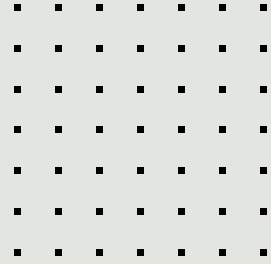
*Excluding food and energy

Source: US Bureau of Labor Statistics and Comptroller of Public Accounts, based on data provided by Bureau of Labor Statistics



BUDGET/ Finance

STATE ALLOTMENTS COMPARED TO ACTUAL SPENDING



Special Education

- Allotment - \$20.5M
- Actual costs - \$19.3M

School Safety

- Allotment - \$177.4K
- Actual costs general fund - \$5.3M

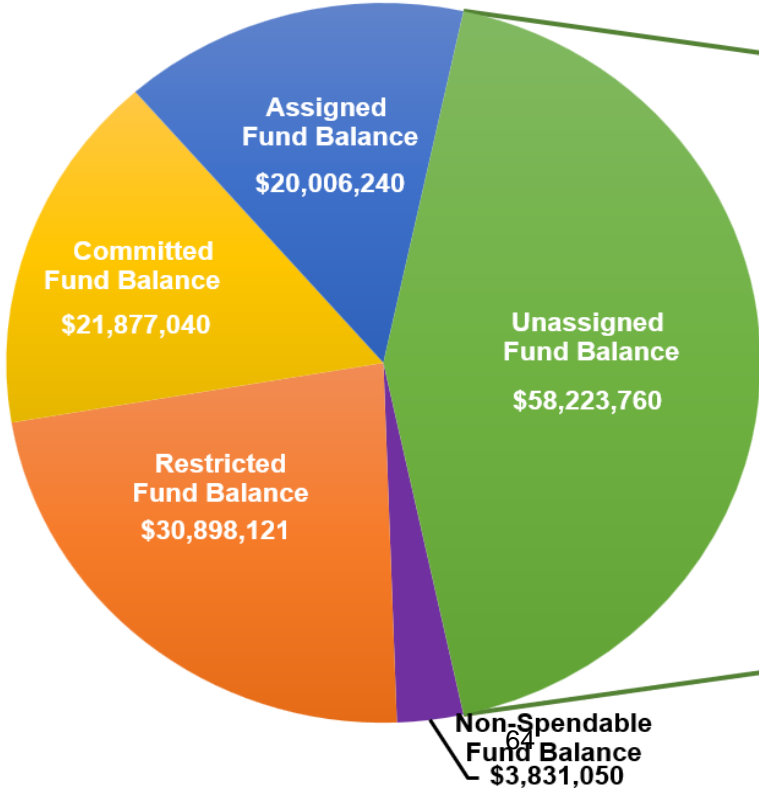
Transportation

- Allotment - \$1M
- Actual costs - \$4.7M

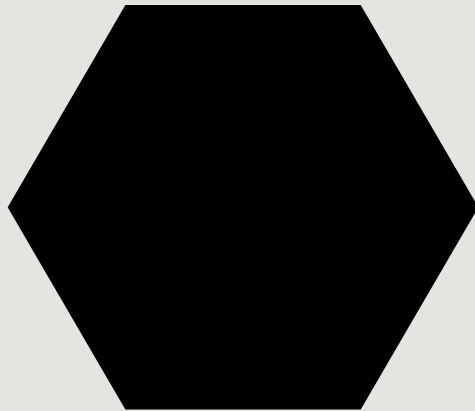
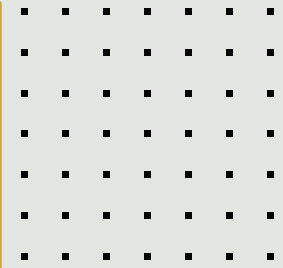
BUDGET/ Finance

GENERAL FUND BALANCE

General Fund Balance
as of June 30, 2023
\$134,836,211



Estimate of two and a half months' (75 days) average cash disbursements during the fiscal year	\$49,677,415
Estimate of delayed payments from Federal and State sources	\$14,304,030
Excess Unassigned Fund Balance	(\$5,757,685)
Estimate of two and a half months' (75 days) average cash disbursements for salaries reclassified to ESSER during the fiscal year	(\$2,302,512)
Estimate of one-time delayed payments for ECF and ESSER	\$8,334,368
Revised excess Unassigned Fund Balance	\$274,171



BUDGET/ Finance

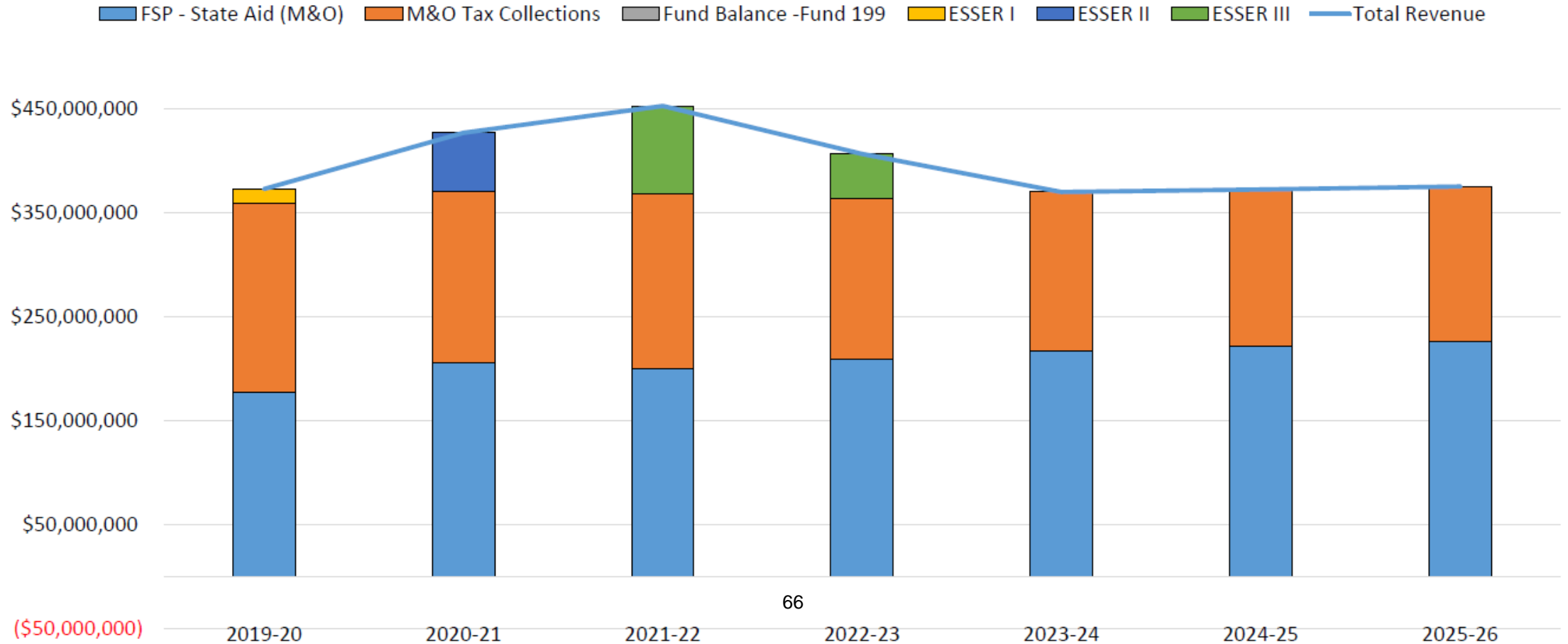
2023-2024 BUDGET DEFICIT

VATRE Funding	\$ 5,277,967
VATRE Compensation Cost	<u>(5,038,902)</u>
Excess	<u>\$ 239,065</u>

Budgeted Net Loss as of July 1st	\$ (4,298,502)
1% Compensation Increase Approved June 19, 2023	<u>(1,905,426)</u>
Initial 2023-2024 Estimated Loss	\$ (6,203,928)
Excess VATRE Funding	<u>239,065</u>
2023-2024 Estimated Loss	<u><u>\$ (5,964,863)</u></u>

XYZ District – Expenditures w/ Funding Cliff

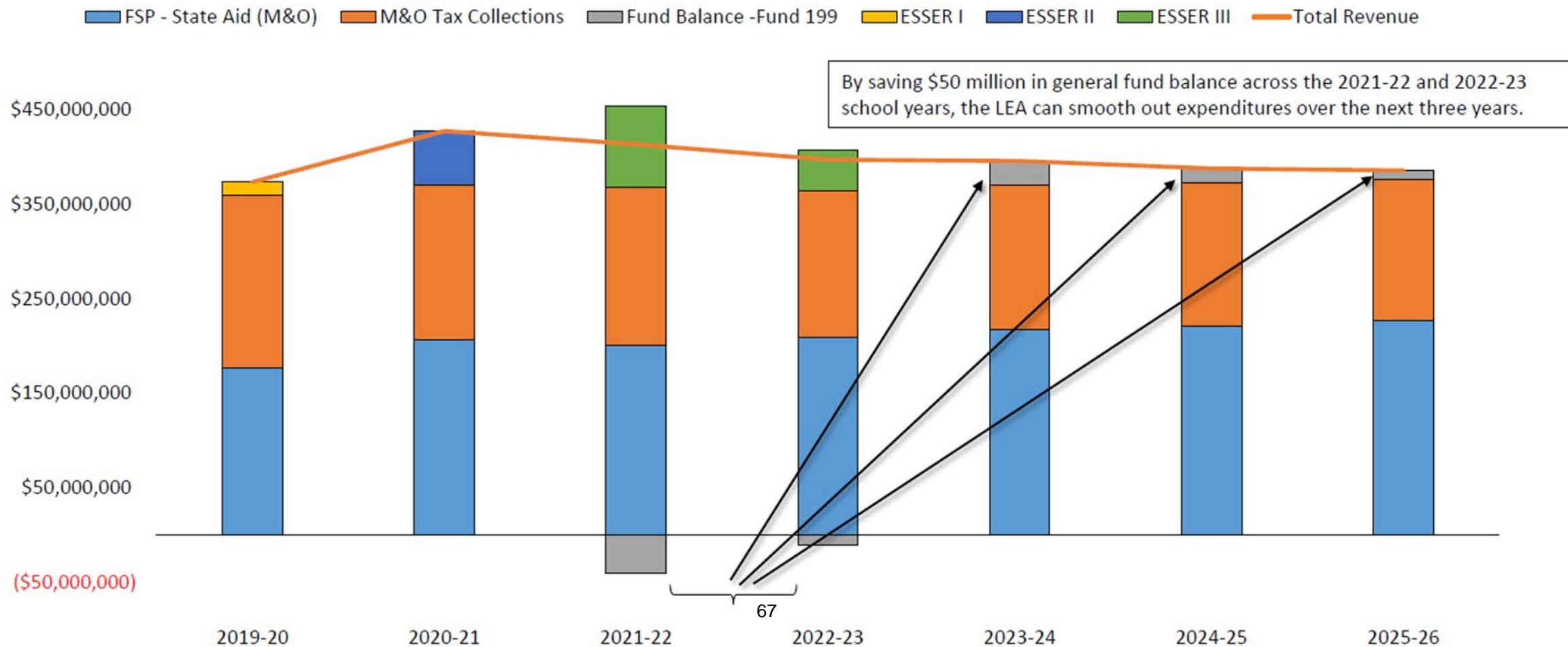
Without other adjustments, using ESSER III funds in the years funds are available will create a funding cliff in 2023-2024.



(\$50,000,000)

XYZ District – Expenditures w/ Glide Path

Maximizing ESSER III funds before they expire provides the LEA a way to lessen the impact of the loss of federal stimulus funds in future years and allows programs to extend further.

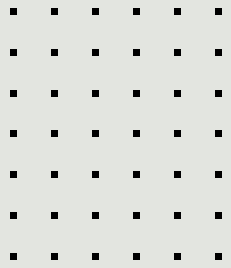


BUDGET/ Finance

BUDGET CALENDAR KEY DATES

(
A living Document)

Date	Activity/Process
January 19, 2024	Distribute preliminary calendar to budget development departments
January 23, 2024	Request Staffing Study from TASB to be received in April (now February)
February 12, 2024	1st Budget Workshop – 2023-2024 Budget and Staffing Updates
March 6, 2024	Budget Development Training for Principals at Professional Learning Community (PLC) Meeting
March 18, 2024	2nd Budget Workshop – Budget, Human Resources, and Benefits Update
April 3, 2024	TASB Staff Study Report and Position Budgeting (includes self-funded table rates, addition/deletion of staff positions, and pay raise scenarios)
April 8, 2024	3rd Budget Workshop – Enrollment Landscape
April 19, 2024	Finalize the Input of all Non-Payroll Related Budgets
May 9, 2024	Board Agenda Items for May - Public Meeting Date for Budget; Proposed Tax Rate that will be Published in the Newspaper
May 13, 2024	4th Budget Workshop - Budget and Human Resources Update
May 23, 2024	Board Agenda Items for June - Approval of
May 28, 2024	5th Budget Workshop - Human Resource Update; Department Budgets, Budget Update, and Annual Budget Book
June 10, 2024	Approval of 2024-2025 Budget



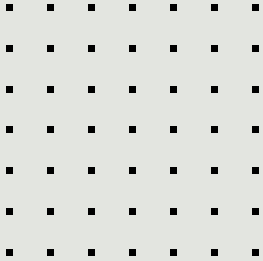


BUDGET/ Finance

State and Federal Programs

2100 W. Hackberry Avenue, McAllen, Tx

Cynthia Olivarez, Ed. D. - Director



Our Objectives and Vision



- 1. Rigorous and Relevant Instructional Programs
- 2. Resources to Protect the Instructional Core
- 3. Support Systems to Ensure Student, Teacher, and Principal Achievements
- 4. Services and Products to Meet Campus Needs
- 5. Board of Trustees/Superintendent Communicate Focus on Student Achievement

Our Vision at State and Federal Programs is to provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps between student groups.

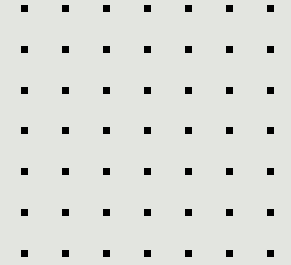


BUDGET/ Finance

State and Federal Programs

2100 W. Hackberry Avenue, McAllen, Tx

Cynthia Olivarez, Ed. D. - Director



2023

Dr. Cynthia Olivarez, Director - State & Federal Programs
Paula Perez, Secretary

2024

Linda Treviño
Staff Accountant

Lorena Anzaldúa
Title I Strategist

Juan P. Ramirez
Program Evaluator

Raul Vega
Migrant Coordinator

Carmen Sifuentes
Bookkeeper
Katherine Hernandez
Bookkeeper
Yukary Carlos
Clerk

Dora Rodriguez
Facilitator, PFE
Amy Quintanilla
Secretary, PFE
Mayra Avitia
Clerk
D'Andra Garza
P/T Clerk

Priscila Elizondo
Data Management Clerk

Cidelia Sandoval
Secretary

Wendy Rebolledo
Data Clerk

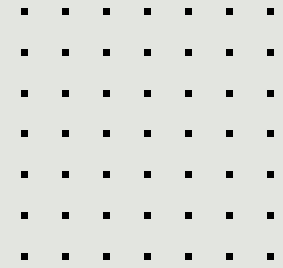
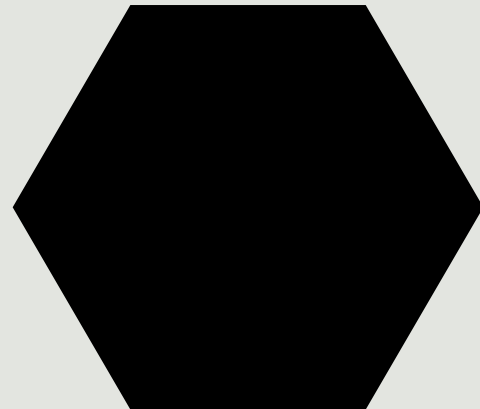
Veronica Montemayor
Recruiters

So Yung Cho Lim and
Irma Saenz
NGS Clerks

Elizabeth De Leon
Instructional Support Officer



Alejandra Martinez
Clerk, Fixed Assets



BUDGET/ Finance

State and Federal Programs

Responsibilities of State & Federal Programs



- ✔ **Ensuring compliance - SCE & ESSA**
- ✔ **Providing Supplemental Staff**
- ✔ **Parent & Family Engagement (+12%)**
 - Back-to-School Fair
 - Parent Symposium (2/29/24)
 - Sweetheart Dance (2/08/24)
 - Mother Appreciation Event (5/09/24)
 - Parent Evening Study Program
- ✔ **Supporting Campus Instructional Needs**
 - MS Promethean Boards (25)
 - Instructional Resources/Materials
 - Professional Dev./Conferences
- ✔ **Supporting District Initiatives**
 - Curriculum & Instruction
 - Professional Development
 - MAP/NWEA
 - EdSpire

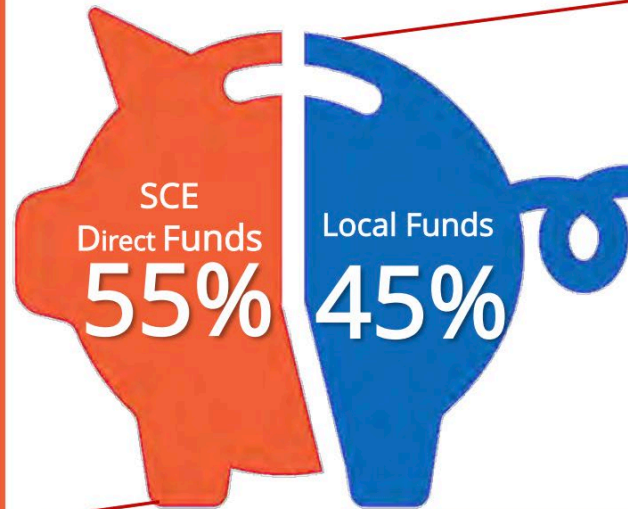
BUDGET/ Finance

State and Federal Programs

Cynthia Olivarez, Ed. D. - Director

SCE Funds & Use of 55% Direct Funds

55% of the SCE Allotment **...must** be used to provide support programs and services that **supplement the regular education** programs so the intended beneficiaries, defined in statute, can succeed in school. [TEC, §48.104\(k\)](#)



This portion of the allocation may fund **administration, additional personnel, supervisors, deans, attendance clerks, registrars, and other office personnel, stipends, general classroom equipment, travel costs, screening services, general supplies, and other costs that are not directly accountable to the SCE program**, i.e., not providing **direct** services to SCE eligible students.

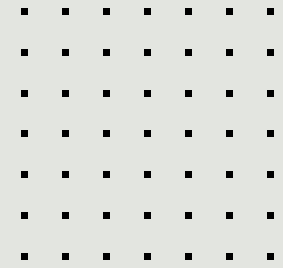
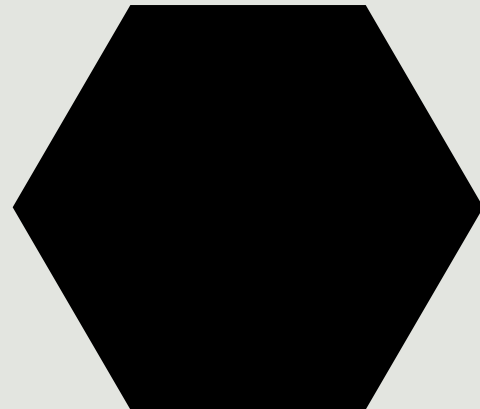
These expenditures **are not** recorded in financial accounting records under PICs 24, 26, 28, 29, and 30.



[TEC, §48.104](#) [TEC, §29.081](#)



Refer to *Financial Accountability System Resource Guide*, Update 18, Module 6: State Compensatory Education, Guidelines, Financial Treatment, and an Auditing and Reporting System, Section 6.3.3.1 for additional guidance.



BUDGET/ Finance

State and Federal Programs

State Compensatory Education Program
2023-2024 Revised Amount: \$ 12,600,535

Provide all children the significant opportunity to receive a fair, equitable, and high quality education

Objective:

- Provide funding to reduce disparity in performance on assessment instruments
- Reduce disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students

- ❖ **SCE Requirements:**
 District Alternative Education Placement Program (DAEP)
 - *Instruction & Guidance Center (I&G)
 - *Hendricks Elementary (Elem AEP site)
- ❖ **Dropout Recovery Campus – Lamar Options**
- ❖ **Non-Title I Campus: Gonzalez Elementary**
- ❖ **Social Workers (12)**
- ❖ **EHBC (LOCAL)**
 - *Local At-Risk Criteria, pending board approval

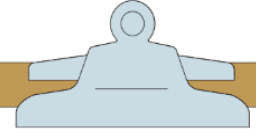
2022-23 At-Risk	2023-24 At-Risk
58.97%	57.39%

Source: OnPoint Data Suite; District report

BUDGET/ Finance

State and Federal Programs

State Compensatory Education Program



State Compensatory Education

- 1) **3,343.5 credits** earned in Credit Recovery Program
- 2) Social Workers served **4,645** students in 22-23
- 3) More than **4,500** received intervention services through State Comp Ed

Monitor At-Risk coding to ensure alignment with funding source

Full-Time Employees Funded with SCE:

244

(Prof & ParaProf)

Credit Recovery /Drop-out Prevention Program- EHBC (LEGAL)

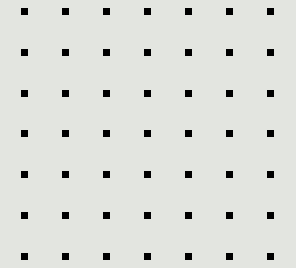
At each Comprehensive HS:

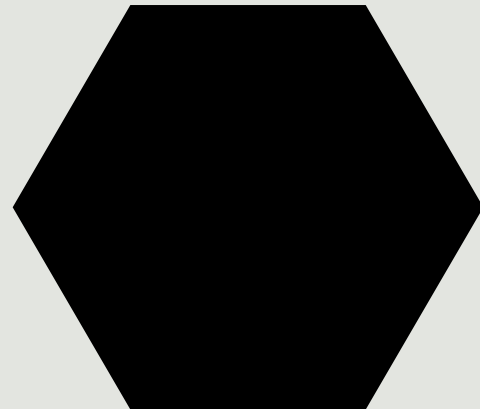
- ❖ 2 Computer Labs
1 at Lamar
- ❖ Graduation Specialist
1 Lamar/AECHS
- ❖ 2 At-Risk Inst. Assistants
(1 at Lamar)

Summer School Program



Summer 2023:
\$409,662
SCE - \$60,000
Title I - \$318,790
Title IV - \$30,872





BUDGET/ Finance

State and Federal Programs

Title I, Part A – Improving Basic Programs
2023-2024 Revised Amount: \$11,021,519

Provide all children the significant opportunity to receive a fair, equitable, and high quality education

Objective:

- Assist TI campuses in closing the educational achievement gap for economically disadvantaged & at risk students
- Assist & support campuses in strengthening School-wide programs

Who qualifies for Title I, Part A funding?

- Campuses with 40% or more economically disadvantaged students

How we support campuses:

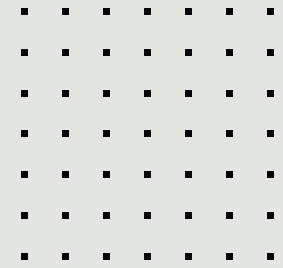
- Campus Allocations for Title I, Part A Campuses
- Resources and Materials:
 - Full-Time Employees (FTEs) - 155
 - Professional and Paraprofessional
 - Instructional materials - consumables, technology (labs, software), contracts
 - Extra-Duty Pay
 - Part-Time Tutors

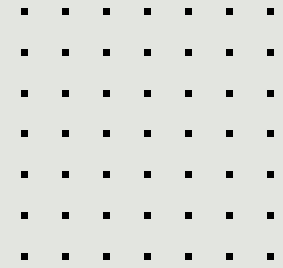
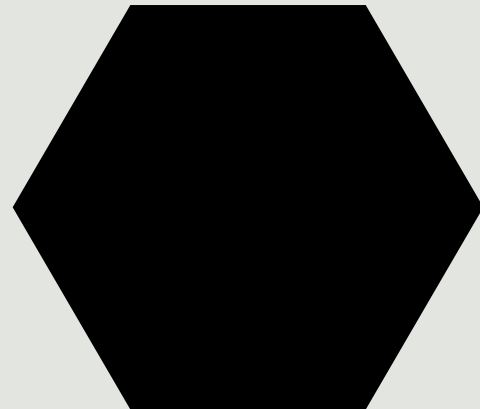
Monitor tabulations on Family Income Form to ensure it meets Tx Dept of Agriculture guidelines for Eco Dis coding

2022-23 Eco Dis	2023-24 EcoDis
72.49%	73.08%

Summer School 2023
\$318,790

Source: OnPoint Data Suite; District report





BUDGET/ Finance

State and Federal Programs

Title I, Part A – Improving Basic Programs
Parent & Family Engagement Program - \$225,000



[Link to District Webpage](#)

- ❖ Conduct outreach to parents/families
- ❖ Implement programs, activities for meaningful involvement
- ❖ Parent Specialists assigned to all Title I campuses
- ❖ Parent and Family Engagement (PFE) Policy
- ❖ Parent Advisory Board – Parent University
- ❖ Community Partnerships

Parent Single-Attendance Counts

2021-22	2022-23	Fall 2023
9,222	10,291	5,917



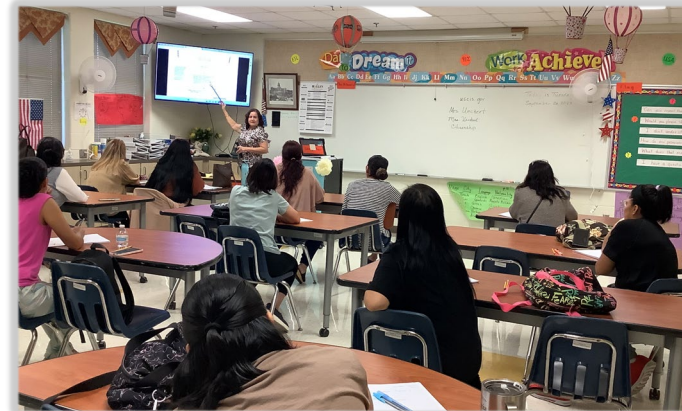
BUDGET/ Finance

State and Federal Programs

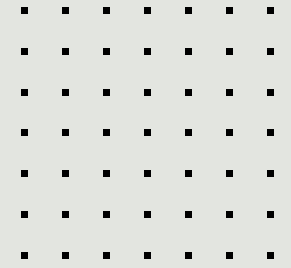
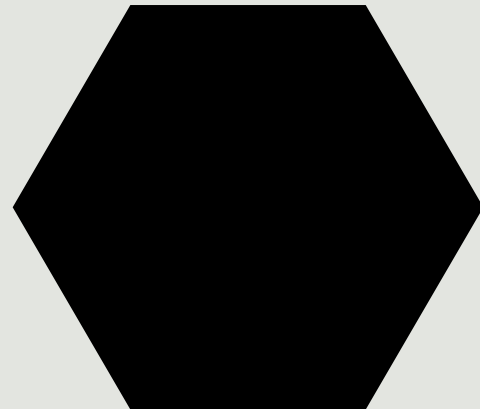
Title I, Part A – Improving Basic Programs
Parent & Family Engagement Program - \$225,000

Evening Study Program for Parents Tuesday & Thursday Evenings 6-8 pm

- ❖ Job Skills Classes
STC Partnership
- ❖ GED Classes
STC and Region One Partnership
- ❖ English/ESL Classes
- ❖ Spanish Classes
- ❖ US Citizenship Classes (97%)
- ❖ Fall 2023: Parents – 469
Childcare - 82



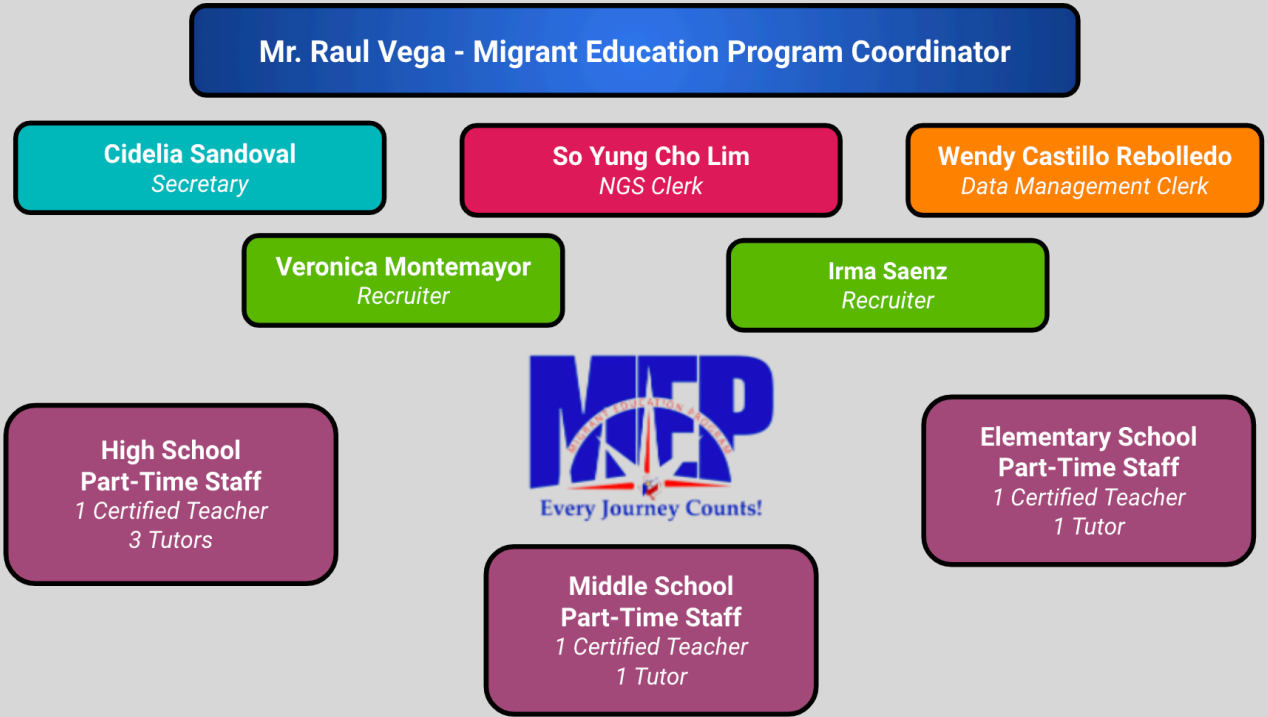
[Link to Parent Job Skills Classes](#)

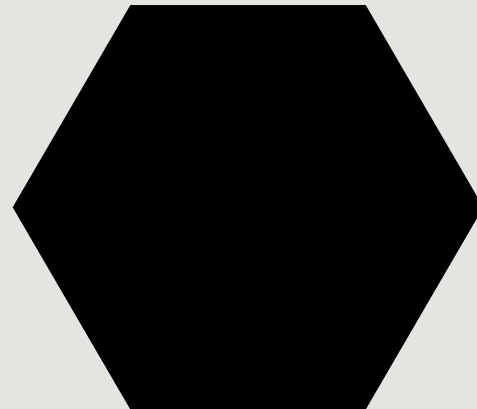


BUDGET/ Finance

State and Federal Programs

2023-2024 Migrant Education Program Organizational Chart

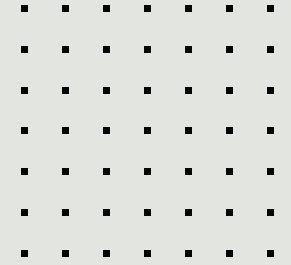




BUDGET/ Finance

State and Federal Programs

Title I, Part C – Migrant Education Program
2023-2024 Revised Amount: \$407,862



Ensure migratory children receive full opportunities to meet challenging State academic standards

Objective:

- Identify and qualify migratory families
- Assist campuses in effectively meeting the unique educational needs of migratory children
- Provide educational and support services

Services:

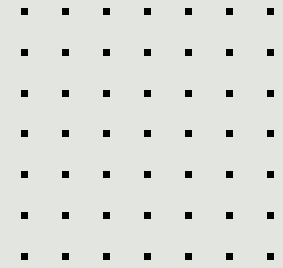
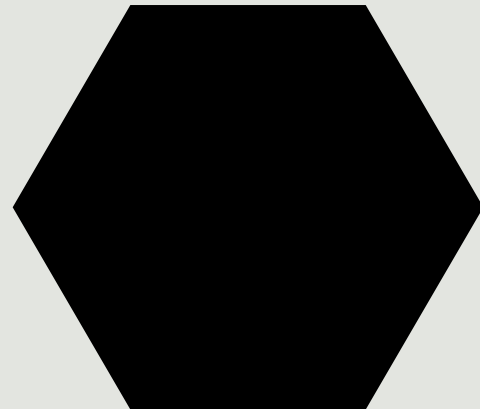
- Tutoring (All Grade Levels)
- Credit Recovery (High School)
- Education Field Trips
- Career Exploration
- College Preparation
- Parent Meetings
- Clothing/Shoes/Food
- School Supplies per Grade Level
- Hygiene Kits
- Referrals to Community Agencies

Enrollment

2021-22	2022-23	2023-24
696	606	464

Ages 0-5	32
Kindergarten	28
1st Grade	24
2nd Grade	34
3rd Grade	21
4th Grade	31
5th Grade	34
6th Grade	34
7th Grade	37
8th Grade	30
9th Grade	43
10th Grade	32
11th Grade	31
12th Grade	39
Out of School	14

Total 464



BUDGET/ Finance

State and Federal Programs

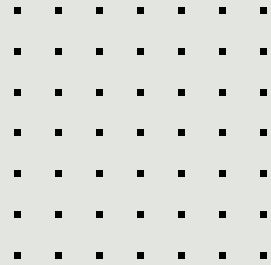
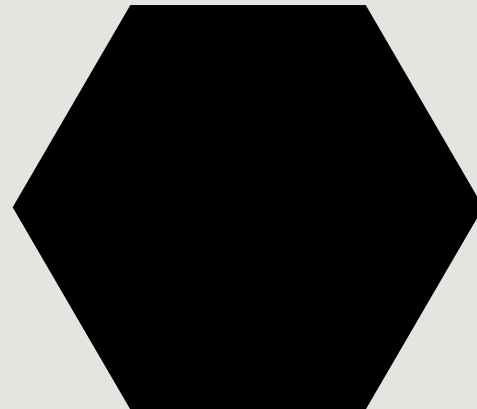
Title II, Part A – Supporting Effective Instruction
2023-2024 Revised Amount: \$1,223,452

Increase achievement by improving quality and effectiveness of instructors

Objective:

- Improve instruction by supporting professional growth
- Attract and retain effective educators

- ❖ **Professional Development**
Content Coordinators/Make & Take Trainings
- ❖ **Teacher/Admin/Campus Staff Conferences**
Lead4Ward, ISTE, TCEA, AVID, TEKS Conf.
- ❖ **Consultants**
Beginning of Year/Ongoing
- ❖ **HR Stipends –**
UTRGV Teacher Residency Program \$132,000
New Teacher Mentor Stipends \$65,500



BUDGET/ Finance

State and Federal Programs

Title IV, Part A - Student Support & Academic Enrichment
 2023-2024 Revised Amount: \$921,026

Improve academic achievement by increasing the capacity of all stakeholders

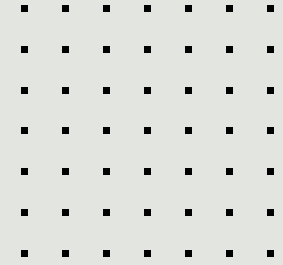
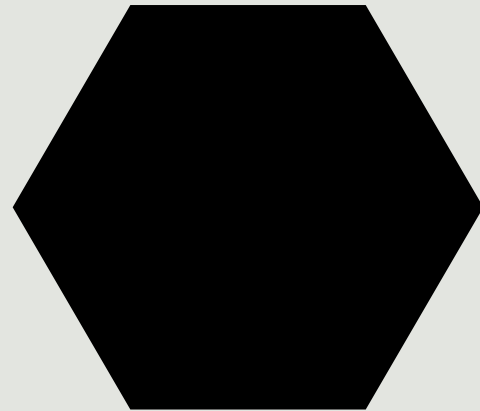
Objective:

- Provide all students with access to a well-rounded education
- Improve school conditions for student learning
- Improve the use of technology to improve academic achievement and digital literacy

Title IV, Part A -- Content Areas:

- ❖ **Well-Rounded Education**
 - College Career Specialists (3)
 - Campus Allocations for STEAM Activities
 - Fine Arts Allocation
- ❖ **Safe & Healthy Students**
 - Social Emotional Support Specialists (3)
 - Crime Prevention Officer (1) Split funded 83/17
 - Physical Education Allocation
 - Elevate Program (Special Data Collection)
- ❖ **Effective Use of Technology**
 - Instructional Technology Allocation

Summer School Enrichment Camps: \$30,872



BUDGET/ Finance

State and Federal Programs

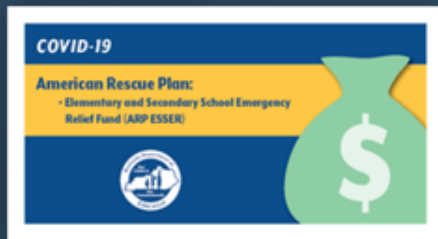
State and Federal Programs will continue to....

- ✿ Follow ESSA guidance
 - ✿ Work efficiently; Time = 💰💰
- ✿ Keep Open Communication
 - ✿ Collaborate & Calibrate
- ✿ Listen to the needs of district
 - ✿ ALWAYS put Students FIRST!



MCALLEN ISD ESSER III

The American Rescue Plan was signed into law in March 2021 with \$122 billion in Elementary and Secondary School Emergency Relief (ESSER) funds for school districts across the country becoming the single largest investment in federal elementary and secondary education in the nation's history.



The Coronavirus Response & Relief Supplemental Appropriations Act (CRRSA – ESSER II) was signed into law on December 27, 2020, providing an additional \$54.3 billion in Elementary and Secondary School Emergency Relief fund (ESSER II Fund).

Purpose of ESSER II/III

- To safely reopen and sustain the safe operation of schools.
- To address the impact the coronavirus pandemic has had on students

Public Input Effort

McAllen ISD launched a comprehensive stakeholder engagement process to gather feedback on how to spend these additional federal dollars to address unfinished learning and COVID-19 recovery and safe return to in-person instruction and continuity of services.

ESSER I	\$9,070,069
ESSER II	\$40,190,746
ESSER III	\$90,291,867

TOTAL **\$139,552,682**

ESSER funds provides the District the opportunity to be able to invest in the future of our students by allowing us to offset our local operating costs to fund these projects. These projects align with McAllen ISD's Strategic Plan which includes the following goals and strategies:

Goals:

- 1.Student Achievement/Student Focus
- 2.People Development
- 3.Facility Priorities
- 4.Financial Priorities

Strategies:

- 1.Branding
- 2.Attract/Retain High Quality Staff
- 3.Engaging Learning Environment
- 4.Rigorous/ World Class Standards Customized for Every Learner
- 5.Partnerships with Business/Civic/ Education Organizations
- 6.Future-Ready Students
- 7.Financial Priorities

ESSER I Allocation	
Student Learning	\$ 6,842,173.00
Student Needs	\$ 205,766.00
Emergency Closures	\$ 844,280.00
Safety	\$ 938,009.00
Indirect Cost	\$ 239,841.00
Total	\$ 9,070,069.00

*ESSER I Funds do not represent new monies to the district, state funding was reduced respectively

ESSER II Local				
Student Learning				
	Current Budget	ESSER Allocated Expenses	Balance	
Staff and Student Learning Facilities	\$19,536,992.37			
Black Box Theaters	\$12,000,000.00	(\$1,014,862.00)	\$10,985,138.00	Available
eSports Tech Center	\$4,104.00	(\$4,104.00)	\$0.00	Complete
Quinta Mazatlan	\$4,000,000.00	(\$959,169.57)	\$3,040,830.43	Ongoing
IMAS	\$2,000,000.00	(\$686,001.00)	\$1,313,999.00	Ongoing
NOC	\$1,532,888.37	(\$1,532,888.37)	\$-	Complete
TOTAL	\$19,536,992.37	(\$4,197,024.94)	\$ 15,339,967.43	

Student Needs				
	Current Budget	ESSER Allocated Expenses	Balance	
Student Needs, Supplies & Equipment-Phonac Rogers	\$139,931.13	(\$139,931.13)	\$0.00	Complete
School Extra-Curricular Activities	\$9,180,996.22			
Synthetic Turf Baseball & Softball	\$5,512,316.00	(\$5,512,316.00)	\$0.00	Complete
MS HS Gym Equipment	\$168,680.22	(\$168,680.22)	\$0.00	Complete
Natatorium Improvements	\$1,000,000.00	(\$957,111.95)	\$42,888.05	Available
McHi FB Practice Field	\$2,500,000.00	(\$2,449,116.00)	\$50,884.00	Available
MS Mariachi Instruments	\$39,463.00	(\$39,463.00)	\$0.00	Complete
BGC	\$64,510.00	(\$64,510.00)	\$0.00	Complete
TOTAL	\$9,424,900.35	(\$9,331,128.30)	\$93,772.05	

Safety				
	Current Budget	ESSER Allocated Expenses	Balance	
Safety Equipment, Supplies and Other Resources	\$140,495.00	(\$140,495.00)	\$0.00	Complete
HVAC Air Quality	\$8,527,835.51	(\$7,220,714.35)	\$1,307,121.16	Available
Bus Tires	\$70,500.00		\$70,500.00	Available
TOTAL	\$8,738,830.51	(\$7,361,209.35)	\$1,377,621.16	

Emergency Closures				
	Current Budget	ESSER Allocated Expenses	Balance	
Technology	\$660,830.26	(\$660,830.26)	\$0.00	Complete
Kitchen Upgrades	\$ 1,784,352.51	\$ (900,814.36)	\$ 883,538.15	Available
General Administration	\$ 44,840.00	\$ (44,840.00)	\$ -	Complete
TOTAL	\$2,490,022.77	(\$1,606,484.62)	\$883,538.15	

\$40,190,746.00	86	(\$22,495,847.21)	\$17,694,898.79
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ESSER III

Student Learning				
	Current Budget	ESSER Allocated Expenses	Balance	
Staff Retention Stipend	\$17,335,990.00	\$ (17,335,989.97)	\$0.03	Complete
Staff Professional Learning	\$480,000.00	\$ (480,000.00)	\$0.00	Complete
Staff Professional Learning (Payroll)	\$701,220.00	\$ (701,220.00)	\$0.00	Complete
Student Summer Learning (Payroll)	\$553,086.00	\$ (553,085.59)	\$0.41	Complete
Student Supplemental Instructional Support (Payroll)	\$10,293,950.00	\$ (10,058,379.58)	\$235,570.42	Ongoing
Student Supplemental Instruction Time (Payroll)	\$642,400.00	\$ -	\$642,400.00	Ongoing
Student Outreach Support	\$206,910.00	\$ (206,910.00)	\$0.00	Complete
Payroll/Funding Reclass	\$12,093,531.00			
Medical Extenuating and Remote Conference	\$1,002,712.00	\$ (1,002,712.00)	\$0.00	Complete
ADA Loss	\$11,090,819.00	\$ (11,090,819.00)	\$0.00	Complete
Student Instructional Materials	\$3,549,312.00			
Instructional Materials Y2-Y4 7/21-6/24	\$1,404,312.00	\$ (1,399,206.78)	\$5,105.22	Available
Supplemental Materials Y2-Y4 7/21-6/24	\$615,000.00	\$ -	\$615,000.00	Available
Instructional Software Y2-Y4 7/21-6/24	\$1,530,000.00	\$ (1,200,831.93)	\$329,168.07	Available
TOTAL	\$45,856,399.00	\$ (44,029,154.85)	\$1,827,244.15	

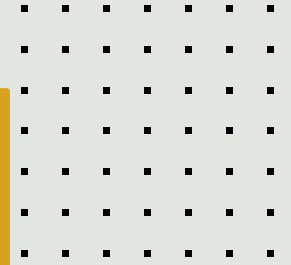
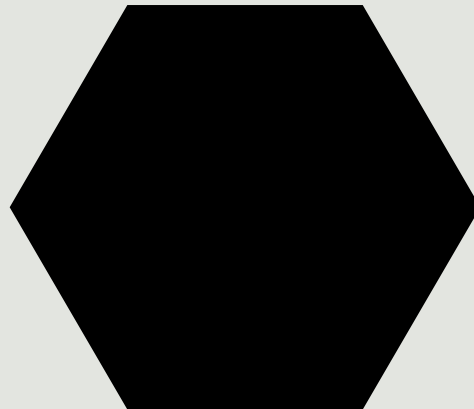
Student Needs				
	Current Budget	ESSER Allocated Expenses	Balance	
Device Refresh & Support	\$12,034,355.00			
1:1 Device Refresh 6/21	\$941,442.00	\$ (941,442.00)	\$0.00	Complete
1:1 Device Refresh 7/23 - 6/27	\$9,688,328.00	\$ (8,739,324.97)	\$949,003.03	Available
1:1 Chromebooks for 3rd-5th, CTE Laptops 07/21	\$692,000.00	\$ (692,000.00)	\$0.00	Complete
Student Device Support (Payroll)	\$712,585.00	\$ (712,585.00)	\$0.00	Complete
Student Social Emotional Support Payroll	\$2,384,200.00	\$ (2,384,200.00)	\$0.00	Complete
Student Needs Support Payroll	\$1,079,115.00	\$ (555,193.36)	\$523,921.64	Ongoing
Student Needs, Supplies, and Equipment	\$470,000.00			
Student Needs Supplies Y2 7/21-6/22	\$340,000.00	\$ (290,020.89)	\$49,979.11	Available
Student Needs Outdoor Equipment Y2 721 - 622	\$130,000.00	\$ -	\$130,000.00	Available
School Enrichment Activities	\$1,550,000.00			
Student Field Trips Y2-Y4 7/21-6/24	\$600,000.00	\$ (199,730.50)	\$400,269.50	Available
Student Enrichment Camps Y2 7/21-6/24	\$425,000.00	\$ (146,734.79)	\$278,265.21	Available
Student Enrichment Camps (Payroll)	\$425,000.00	\$ (57,161.28)	\$367,838.72	Ongoing
Student Enrichment Support	\$100,000.00	\$ -	\$100,000.00	Available
TOTAL	\$17,517,670.00	\$ (14,718,392.79)	\$2,799,277.21	

Safety				
	Current Budget	ESSER Allocated Expenses	Balance	
PPE/Sanitation Supplies	\$421,672.00			
Preaward PPE 7/20 - 6/21	\$211,672.00	\$ (211,672.00)	\$0.00	Complete
PPE/Sanitation Supplies Y2 7/21 - 6/24	\$210,000.00	\$ (197,472.60)	\$12,527.40	Available
Safety Equipment, Supplies and Other Resources	\$380,000.00			
Campus Safety Equipment Y2 7/21 - 6/23	\$338,000.00	\$ (222,254.88)	\$115,745.12	Available
Support for Response Y2 - Y4 7/21-6-24	\$42,000.00	\$ (41,980.50)	\$19.50	Complete
Safety Support Payroll	\$258,727.00	\$ (258,727.00)	\$0.00	Complete
Bus AC Upgrades	\$25,000.00			
School Bus AC Ventilation Upgrades Y2 7/21 - 6/22	\$25,000.00	\$ -	\$25,000.00	Available
HVAC Air Quality	\$4,800,000.00	\$ (1,987,032.93)	\$2,812,967.07	Available
TOTAL	\$5,885,399.00	\$ (2,919,139.91)	\$2,966,259.09	

Emergency Closures				
	Current Budget	ESSER Allocated Expenses	Balance	
School Kitchen Infrastructure (Pending TDA refund \$1,181,294.33)	\$8,075,380.00	\$ (8,516,420.13)	(\$441,040.13)	Ongoing
Technology	\$7,136,672.00			
Tech-Wired Classrooms in Secondary	\$4,720,000.00	\$ (255,570.05)	\$4,464,429.95	Available
Tech-Wired Classrooms in Elementary	\$1,540,000.00	\$ (71,085.00)	\$1,468,915.00	Available
Technology Infrastructure	\$876,672.00	\$ (161,874.00)	\$714,798.00	Available
General Administration Payroll	\$513,000.00	\$ (330,731.33)	\$182,268.67	Ongoing
TOTAL	\$15,725,052.00	\$ (9,335,680.51)	\$6,389,371.49	

Indirect Cost	\$5,307,347.00	\$ (3,986,681.75)	\$ 1,320,665.25
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	\$90,291,867.00	\$ (74,989,049.81)	\$ 15,302,817.19
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FACILITIES

Ruben D. Trevino

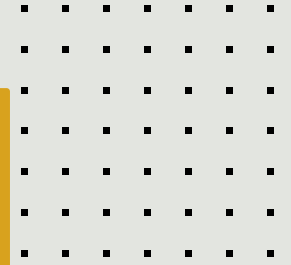
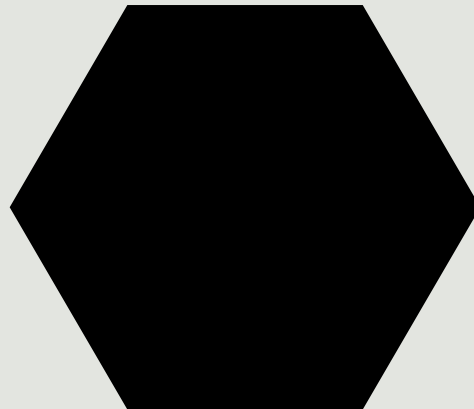
District - Mission & Vision Statement

District Mission Statement:

To educate all students to become lifelong learners and productive citizens in a global society through a program of educational excellence utilizing technology and actively involving parents and the community.

District Vision Statement:

A multicultural community in which students are enthusiastically and actively engaged in the learning process. Students demonstrate academic excellence in a safe, nurturing, and challenging environment enhanced by technology and the contributions of the total community.



FACILITIES

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FMO - Mission & Vision Statement

FMO Mission Statement:

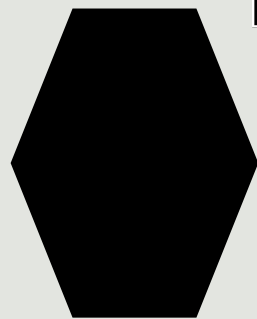
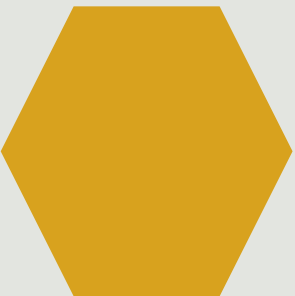
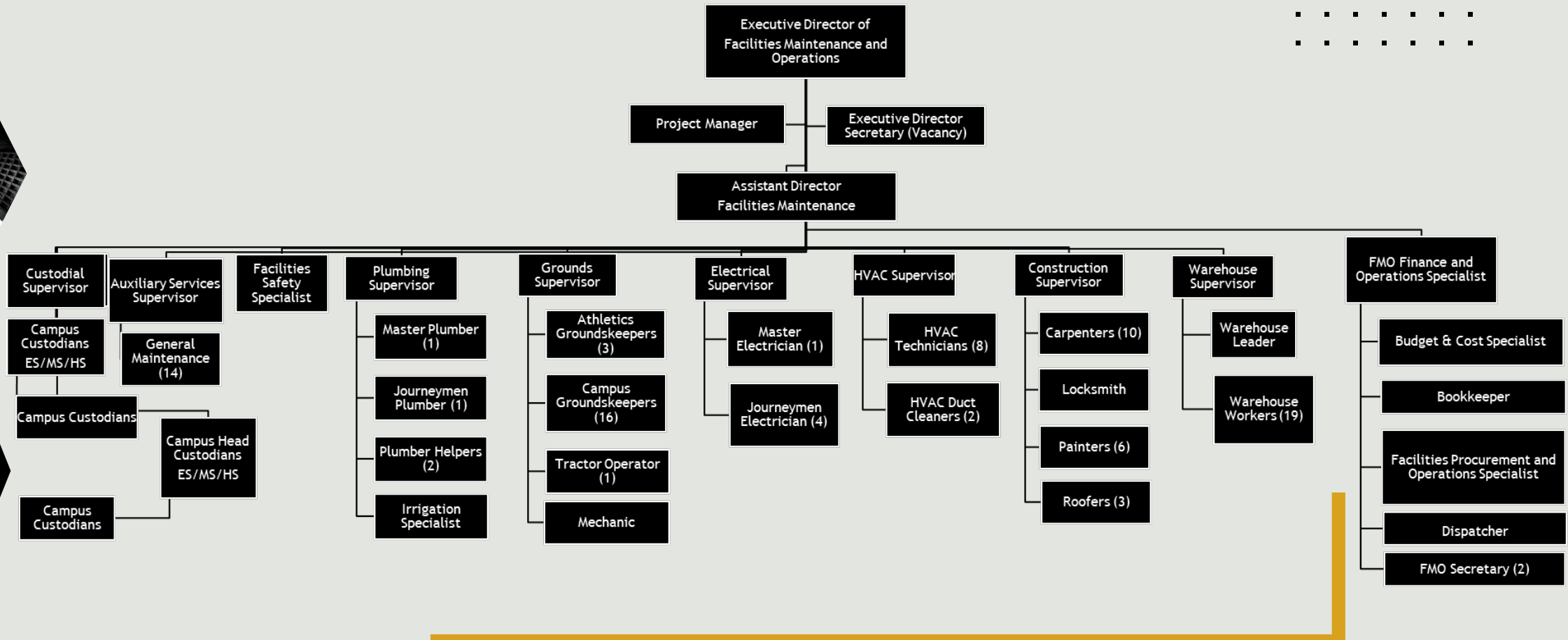
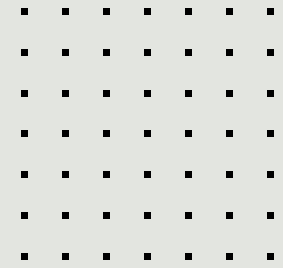
The Facilities, Maintenance and Operations Department, in collaboration with all of its supervisors and staff, is committed to providing a 21st century learning environment through proper facility improvements and maintenance upkeep, so that our educators may prepare students to be life-long learners and innovative citizens in an ever-changing world.

FMO Vision Statement:

The Facilities, Maintenance and Operations Department is committed to providing a safe and clean environment conducive for learning so that optimal opportunities are available for the enrichment of our students.

FACILITIES

Facilities, Maintenance & Operations Organizational Chart



FACILITIES

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FMO Staff and Departments

Office

Professional (6)

Executive Director
Project Manager
Assistant Director
Finance and Operations Specialist
Budget & Cost Specialist
Facilities Safety Specialist

Clerical (5)

Dispatcher
Facilities Procurement and Operations Specialist
Bookkeeper
Secretary (2)

Electrical (6)

Electrical Supervisor
Master Electrician
Journeyman Electricians (4)

HVAC (11)

HVAC Supervisor
HVAC Technicians (8)
HVAC Duct Cleaners (2)

Auxiliary (12)

General Maintenance

Maintenance Departments

Grounds (12)

Grounds Supervisor
Groundskeepers (10)
Mechanic

Plumbing (6)

Plumbing Supervisor
Master Plumbers
Journeyman Plumbers
Plumber Helper

Construction (20)

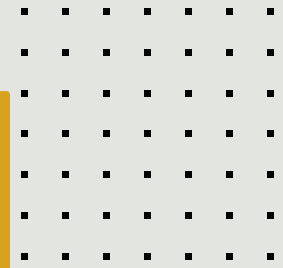
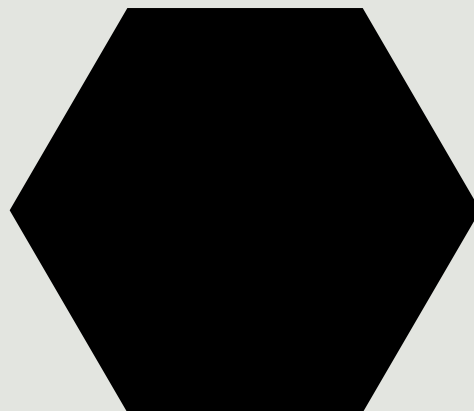
Construction Supervisor
Carpenters
Painters
Locksmith

Custodial (167)

Area Custodial Supervisors (2)
Head Custodians (4 HS)
Head Custodians (7 MS & 18 ES)
Custodians (131)
Itinerant Custodians (5)

Warehouse (8)

Warehouse Supervisor
Warehouse Leader
Warehouse Workers



FACILITIES

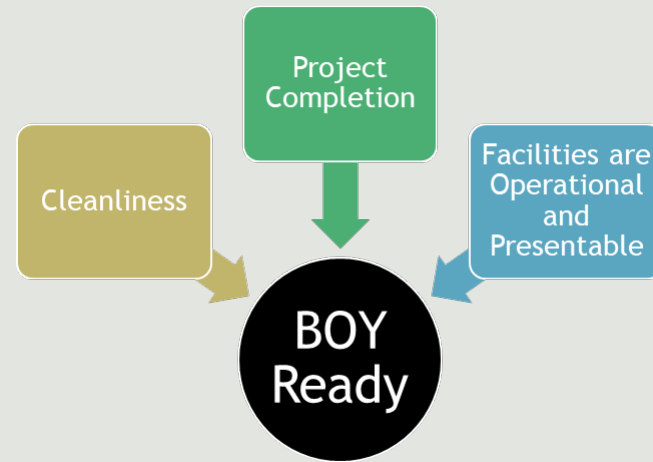
Ruben D. Trevino

Goal 2: People Development

Strategy 2: Attract / Retain High Quality Staff:

Goal: 100% of schools are fully staffed, clean, safe and operational by the first day of school.

- **What are the significant drivers of these results?**
 - *Communication Between Staff
 - *Project / Priority List Created
 - *Material Received When Needed
 - *Leadership Among Teams
- **What correction are being implemented to improve?**
 - *Custodial Material Programmed to be Ordered 2 Months before Summer.
 - *Summer Project List Created With Collaboration Among Team
 - *Communication Heightened Among Other Departments for Any Summer Events



FACILITIES

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Goal 3: Facility Priorities

Strategy 3: Engaging Learning Environments:

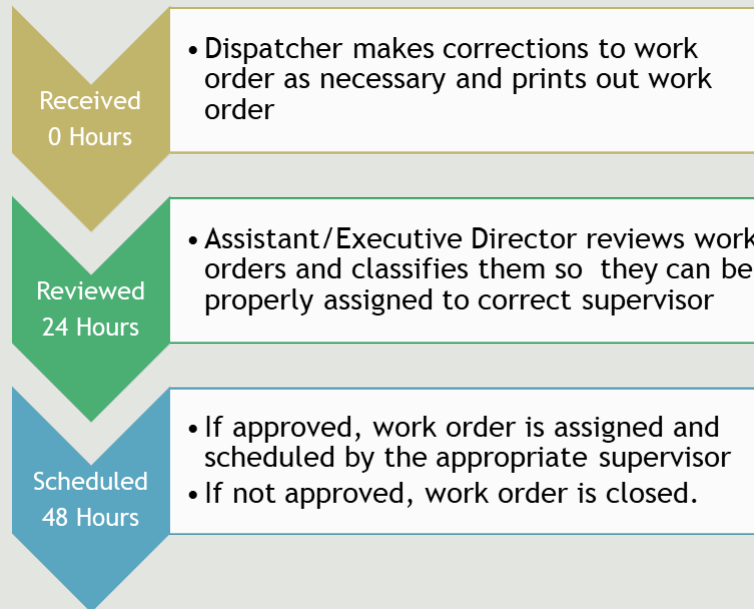
What are the significant drivers of these results?

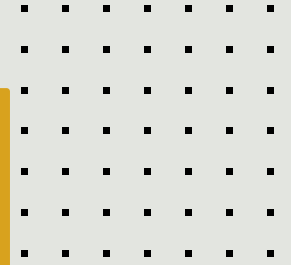
- *Communication Between Staff
- *Project / Priority List Created
- *Director Approval

What correction are being implemented to improve?

- *Work orders are being properly sorted between projects and daily maintenance
- *All work orders are now being reviewed by the Assistant Director and Executive Director for approval.
- *Open work orders past 6 months will be closed due to inactivity.

Goal: 100% of work orders are classified appropriately and resolved within 48 hours

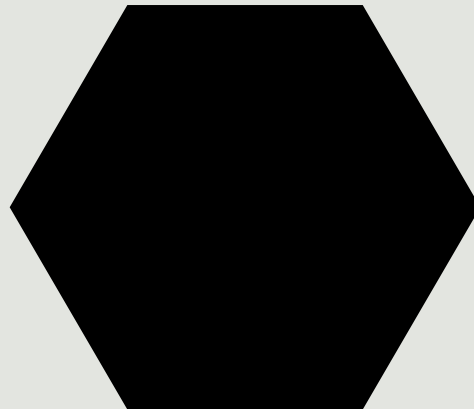


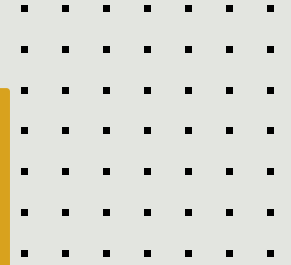
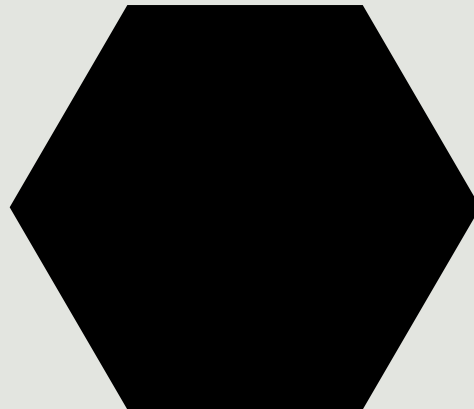


FACILITIES

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McAllen Veterans Memorial Stadium Pressbox

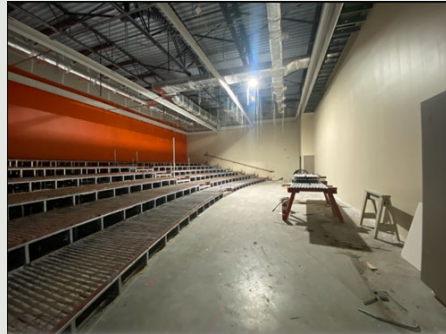


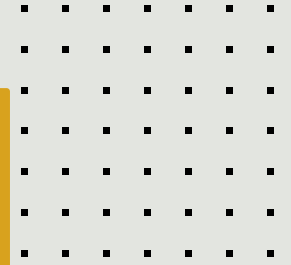
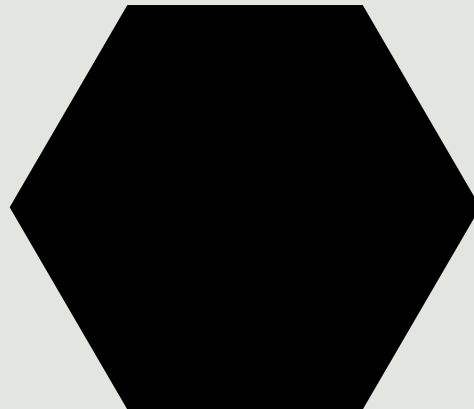


FACILITIES

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UTRGV - McAllen ISD Collegiate Academy



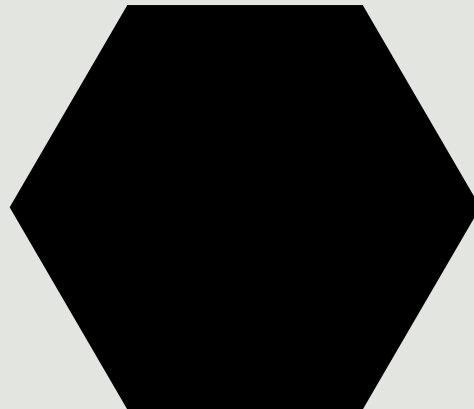


FACILITIES

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MISD Travis MS Roof Project

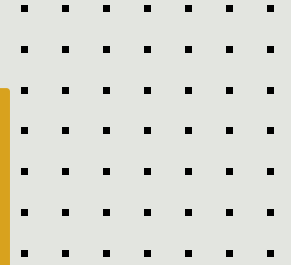


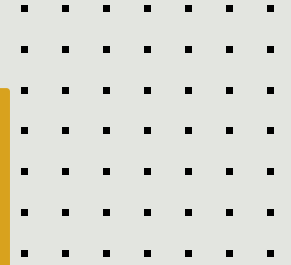
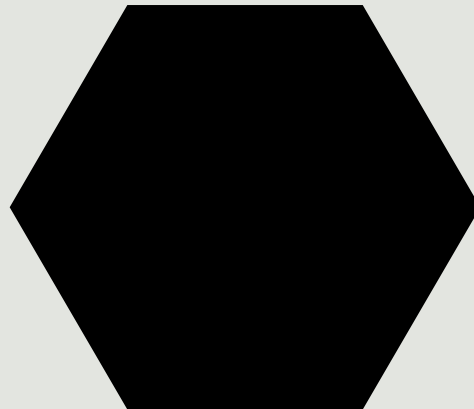


FACILITIES

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Rowe Natatorium Improvements Project





FACILITIES

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MISD Kitchen Renovation Projects



HUMAN RESOURCES

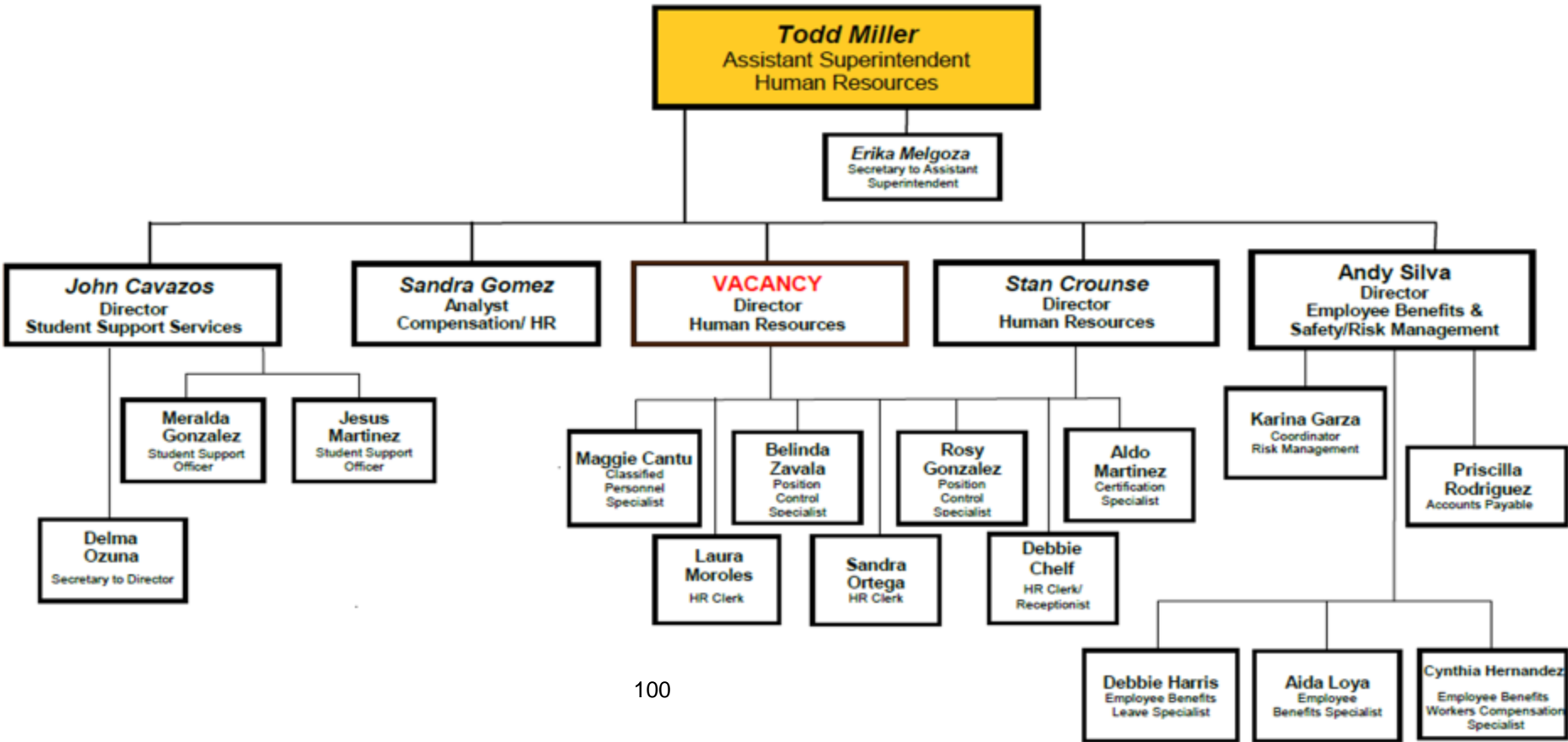
Mr. Todd Miller

Goal 2: People Development / Strategy 2: Attract/Retain High Quality Staff

- 1) Organization chart
- 2) Department primary responsibilities
- 3) Staffing
- 4) Key policies
- 5) Grievances (CLOSED SESSION)
- 6) Legal actions pending (CLOSED SESSION)

HUMAN RESOURCES

Mr. Todd Miller



HUMAN RESOURCES

Mr. Todd Miller



John Cavazos,
Director for Student Support Services

Grievances

- Student / Parent (FNG - Local)
- Community (GF - Local)

Community complaints

Students

- Student discipline
- Bullying

Board of Trustee Elections

Open Record Requests (ORR)

Discrimination issues

- Title II (Based on disabilities)
- Title IX (Based on sex)

Legal Issues

- Divorce decrees
- Temporary restraining orders
- Custodial matters



ANDRES SILVA,
Director for Employee Benefits, Safety/Risk Mgt.

Benefits

- Vendor procurement
- Benefit design
- Fund administration
- Enrollment and payroll deductions
- Claims administration
- Wellness programs

Workers' Compensation

- Vendor procurement
- Fund administration
- Injury reporting
- Claims administration

Property & Liability insurances

- Vendor procurement
- Claims administration
- Proof of insurance certificates

FMLA

- Leaves & absences
- Americans with Disabilities Act (ADA)



STAN CROUSE,
Director for Human Resources

Staffing

- Recruitment / Job fairs
- Staffing assignments
- New hire orientation
- Teach for America
- Onboarding
- Certifications

Substitutes

- Training

Mentoring program - new teachers

Employee performance evaluations

- Employee evals.
- Teachers = T-TESS
- Principals = T-PESS

Stipend program

Validation of job descriptions

Administrative handbook & Employee handbook



(Vacant)
Director for Human Resources

Employee relations

- Progressive discipline
- Investigations
- Employee grievances
- Terminations / Non-Renewals
- Employee recognition program
- Joint Professional Consultation Committee (JPCC)

Employee training & development

- Required annual trainings
- Customer service
- Emotional intelligence

Succession planning

Wage & Salary administration

Board policies & Regulations

Legal issues

- Lawsuits / Legal matters

Contract administration

HUMAN RESOURCES

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STAFFING:

- Key staffing vacancies:
 - Deputy Supt. Business and Operations –Interviews scheduled for January 16th
 - Associate Supt. for Instructional Leadership- Interviews scheduled for January 18th
 - Rowe AP Interviews- Interviews conducted December 20, 2023
 - Castaneda AP Interviews- Interviews conducted January 11, 2024
 - Brown SIF Interviews- Interviews scheduled for January 16, 2024
- Texas Association of School Boards (TASB) Staffing Review
 - Karen Dooley – TASB Asst. Director HR Services
 - Report projected mid-February
 - Mid-December: TASB –Sent out questionnaires (Suspense Jan. 12th)
 - Scheduled virtual meetings for Jan. 16th & 17th

HUMAN RESOURCES

Mr. Todd Miller

- Board Policies: 319
- TASB Board Update 122 (Updates: 109 Legal & 12 Local)
 - 1st Reading (February 12th) and 2nd Reading (February 26th)
- Complete Board Policy Review (Same dates as above)
- Key HR Board Policies:
 - o DCA – Employment Practices: Probationary Contracts
 - o DCB – Employment Practices: Term Contracts
 - o DCD-Employment Practices: At-Will Employment
 - o DEC - Compensation & Benefits: Leaves & Absences
 - o DGBA - Personnel-Management Relations: Employee Complaints/Grievances
 - o DIA - Employee Welfare: Freedom From Discrimination, Harassment, & Retaliation

HUMAN RESOURCES

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- Key HR Board Policies (Cont.)

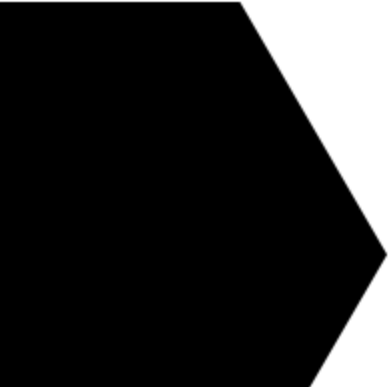
- FFH – Student Welfare: Freedom From Discrimination, Harassment, & Retaliation
- FFI – Student Welfare: Freedom From Bullying
- FNC – Student Rights & Responsibilities: Student Conduct
- FNG – Student Rights & Responsibilities: Student & Parent Complaints/Grievances
- FO – Student Discipline
- GF – Public Complaints



HUMAN RESOURCES

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GRIEVANCES: (CLOSED SESSION)

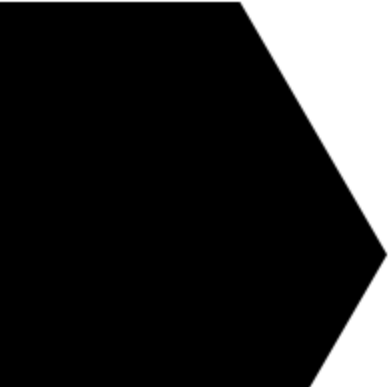




HUMAN RESOURCES

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LEGAL ACTIONS PENDING: (CLOSED SESSION)

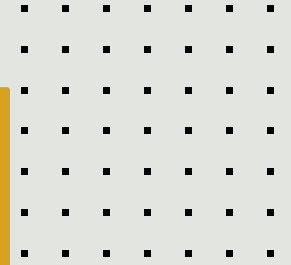
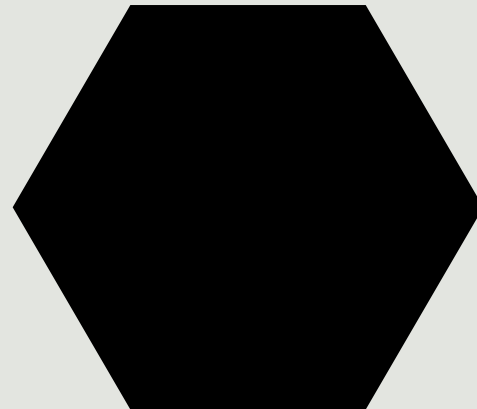


A decorative collage of hexagonal shapes in yellow and black. Some hexagons contain black and white photographs of business professionals in meetings, while others are solid black or yellow.

THANK YOU

Do you have any questions?

January¹⁰⁷ 2024



POLICIES

Mr. Johnathan Ball

Policy Basics-The Manual

INTRODUCTION

This policy manual contains policies governing the operation of this district and was created with the assistance of TASB Policy Service. The official manual of the district has been designated in accordance with policy BF(LOCAL). No other manuals are considered authoritative or binding.

Policies included in the manual may be:

- Required by law or by the Texas Education Agency;
- Recommended by the Texas Association of School Boards, Inc., as essential to effective district governance and management; or
- Statements the board wishes to make on a specific policy topic.

Organization and Alphabetical Code Structure

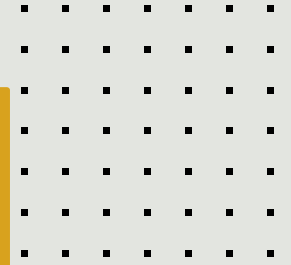
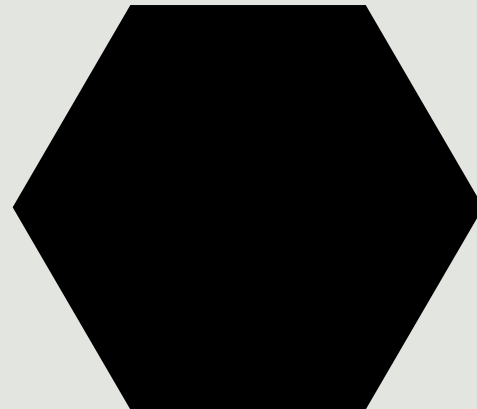
The district's policy manual is divided into sections that cover each separate area of district governance:

- A — Basic District Foundations
- B — Local Governance
- C — Business and Support Services
- D — Personnel
- E — Instruction
- F — Students
- G — Community and Governmental Relations

Sections are divided into policy codes that address specific topics. Some codes may not currently have a corresponding policy in the manual.

108 Each policy code is assigned a series of letters, a title, and, if necessary, a subtitle. The alphabetical coding system is similar to an outline.





POLICIES

Mr. Johnathan Ball

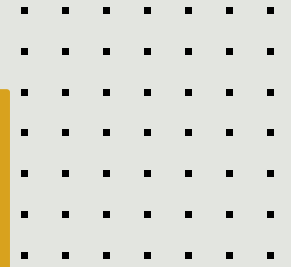
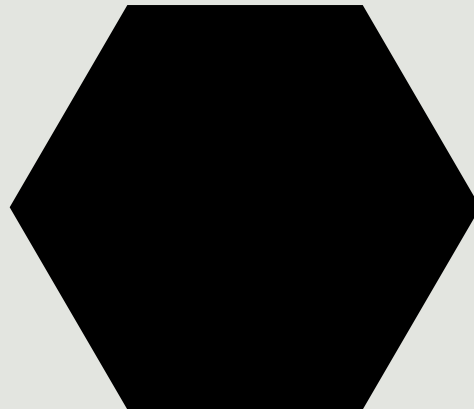
Legal or Local?

Legal Policies

Legal policies track the language of:

- The U.S. and Texas Constitutions;
- Federal and state statutes, including the Texas Education Code;
- The Texas Administrative Code, including commissioner’s and State Board of Education rules;
- Case law and other sources of authority defining the legal context for local school district governance and management; and
- Attorney general opinions.

The legal policies in this manual represent legal provisions relevant to district governance and management. The legal policies do not always contain all legal provisions applicable to the district. In the case of lengthy or extremely detailed statutes or regulatory authorities, only the most relevant portions are included. The district should consult the cited legal authority for a complete presentation. Codes without a legal policy may mean laws applicable to school districts do not currently address the topic.

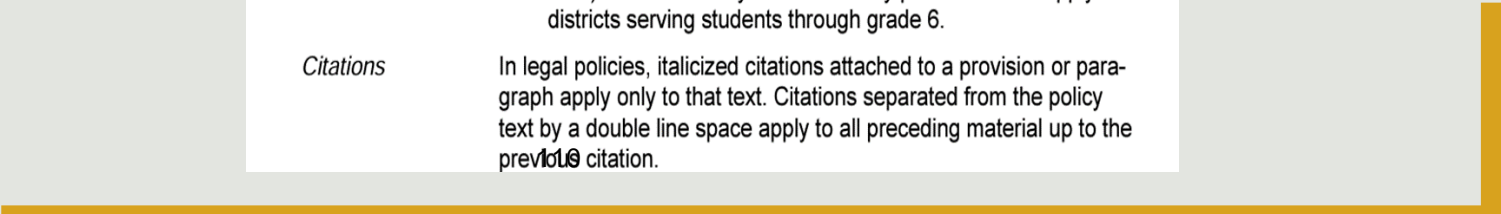


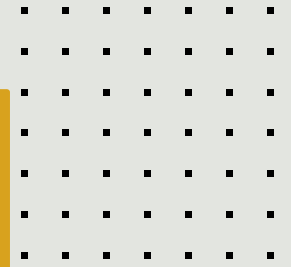
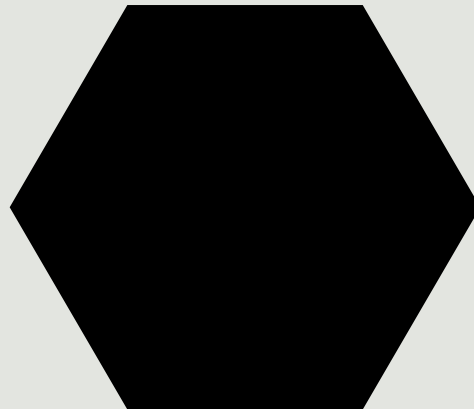
POLICIES

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Legal Continued...

<i>No Board Adoption</i>	<p>The board should not adopt legal policies. These documents are intended to inform decision-makers and other policy users of the legal context.</p> <p>Since laws change often, there may be some delay when updating the manual after new laws are enacted. Current law supersedes any out-of-date legal policy, in accordance with BF(LOCAL) in this manual.</p>
<i>Legal Versions</i>	<p>Legal policies have the alphabetical policy code and (LEGAL) label in the lower left corner, followed by a letter or letters to designate the TASB-created "version" of the policy.</p> <ul style="list-style-type: none"> • A "-P" version indicates the standard legal policy, for example, FM(LEGAL)-P. • Something other than "-P" means that the policy has been modified to reflect legal provisions applicable to the district based on unique district characteristics. For example, FM(LEGAL)-A includes only those statutory provisions that apply to districts serving students through grade 6.
<i>Citations</i>	<p>In legal policies, italicized citations attached to a provision or paragraph apply only to that text. Citations separated from the policy text by a double line space apply to all preceding material up to the previous citation.</p>





POLICIES

Mr. Johnathan Ball

Local

Local Policies

Local policies include provisions that the board has determined are appropriate for the district and that have been formally adopted by the board.

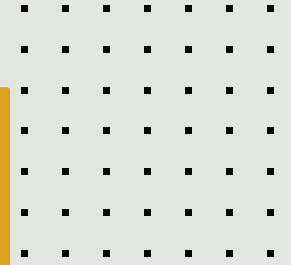
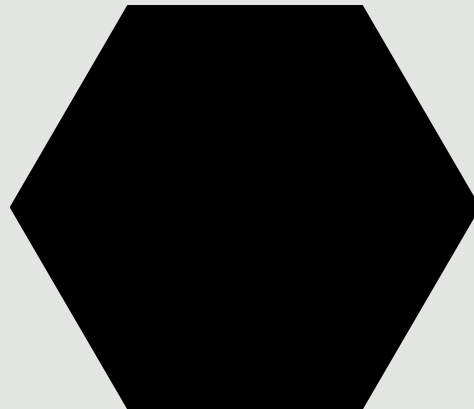
By law, locally elected school boards have the exclusive power and duty to govern and oversee the management of Texas public schools. Local policy is the primary way school boards accomplish their legal responsibilities.

Policy development is a cooperative effort involving the board, the staff, and the community. Policy adoption is the responsibility of the board, while policy implementation is the responsibility of the superintendent and staff. Policy review and evaluation is the responsibility of the board based on information received from the staff, community, and other sources.

Local Versions

TASB-created local policy versions reflect language common to many districts. Local policies have the alphabetical policy code and (LOCAL) label in the lower left corner of the policy.

- A letter or letter/number combination other than "-X" identifies the version, for example BE(LOCAL)-A.
- An "-X" indicates a unique local policy containing text developed by the district, for example BE(LOCAL)-X.



POLICIES

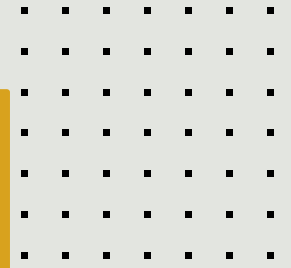
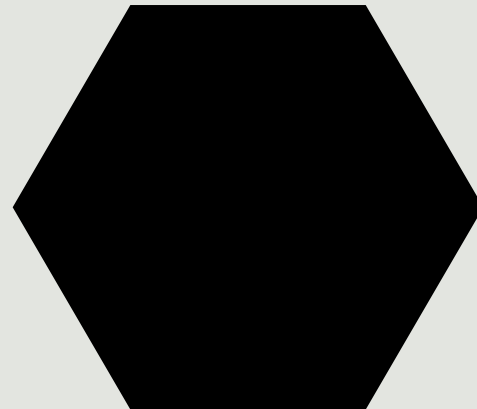
Mr. Johnathan Ball

DGBA (Legal)

Personnel-Management Relations: Employee Complaints/Grievances

There is no requirement that a board negotiate or even respond to complaints. However, a board must stop, look, and listen and must consider the petition, address, or remonstrance. *Prof'l Ass'n of College Educators v. El Paso County Cmty. [College] District*, 678 S.W.2d 94 (Tex. App.—El Paso 1984, writ ref'd n.r.e.)





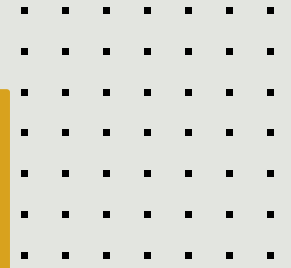
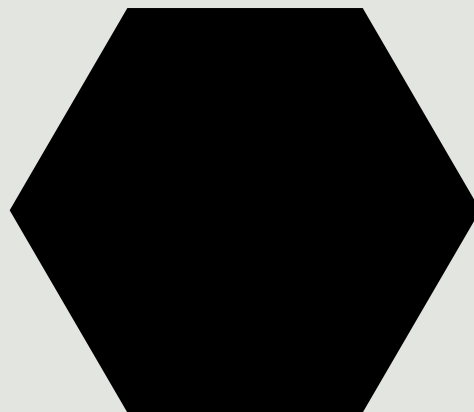
POLICIES

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Case Law

- The Texas Constitution provides that "citizens shall have the right . . . [to] apply to those invested with the powers of government for redress of grievances or other purposes, by petition, address[,] or remonstrance." Tex. Const. art. I, § 27. The powers of government have an obligation to "stop, look[,] and listen" and must "consider the petition, address [,] or remonstrance," but there is "no requirement that those trusted with the powers of government must negotiate or even respond to complaints filed by those being governed." *Pro. Ass'n of Coll. Educators v. El Paso Cnty. Cmty. Dist.*, 678 S.W.2d 94, 96 (Tex. App.-El Paso 1984, writ refiled n.r.e.); see *Corpus Christi Indep. Sch. Dist. v. Padilla*, 709 S.W.2d 700, 704 (Tex. App.-Corpus Christi-Edinburg 1986, no writ) (citing *Pro. Ass'n of Coll. Educators* for the proposition that there is no requirement that the powers of government must negotiate or respond to complaints filed by those being governed and noting that that holding was "a sound one"). Simply allowing the opportunity to approach the entity with a grievance is sufficient. See *Corpus Christi Indep. Sch. Dist.*, 709 S.W.2d at 703-05 (holding that school board's open forum part of meeting provided sufficient opportunity to address government under Article I, Section 27).

• *Leonard v. City of Burkburnett*, No. 02-22-00266-CV, at *34 (Tex. App. Dec. 28, 2023)



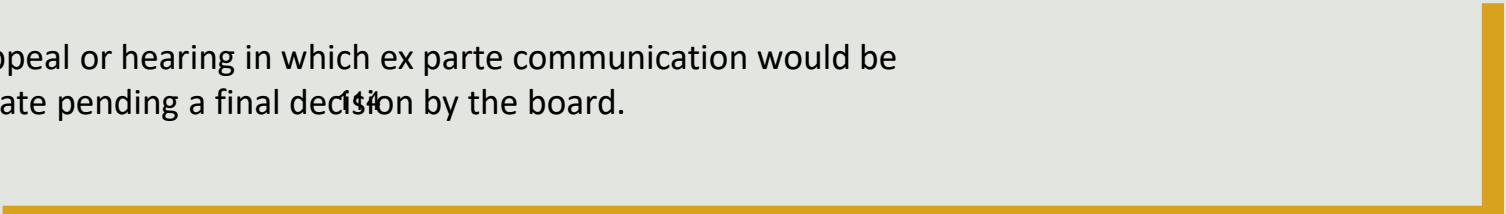
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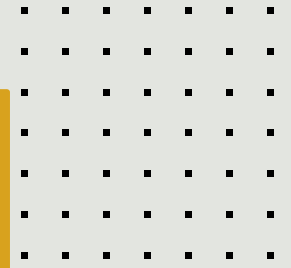
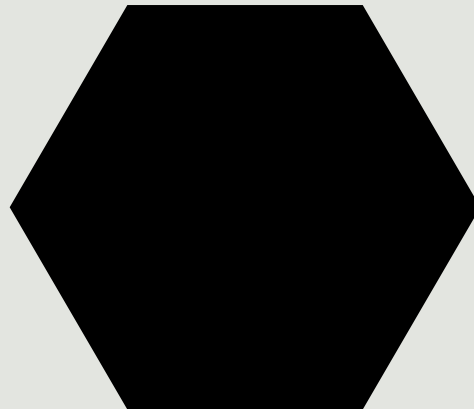
Mr. Johnathan Ball

DGBA (Local)

Personnel – Management Employee Complaints-Grievances

- A district's employment policy must provide each employee with the right to present grievances to the board.
- The policy may not restrict the ability of an employee to communicate directly with a member of the board regarding a matter relating to the operation of a district, except that the policy may prohibit ex parte communication relating to:
 1. A hearing under Education Code Chapter 21, Subchapter E (Term Contracts) or F (Hearing Examiners); and
 2. Another appeal or hearing in which ex parte communication would be inappropriate pending a final decision by the board.



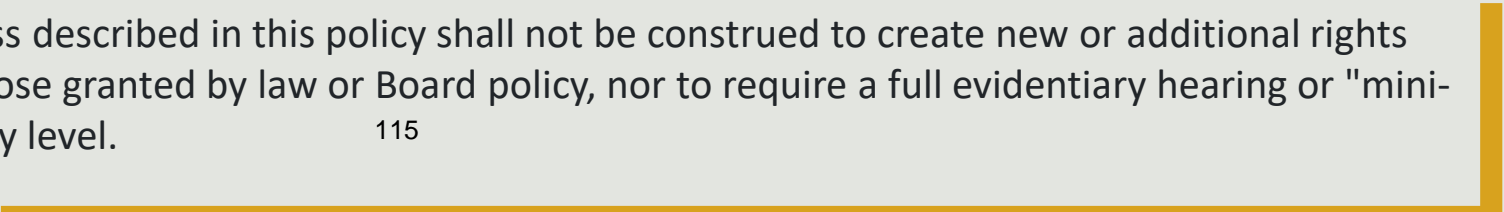


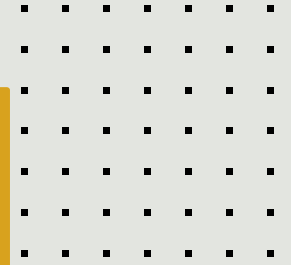
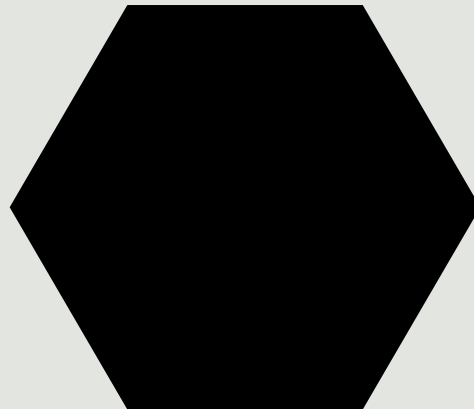
POLICIES

Mr. Johnathan Ball

DGBA (Local) Personnel – Management Employee Complaints-Grievances

- An employee may initiate the formal process described below by timely filing a written complaint form.
- Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.
- The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.



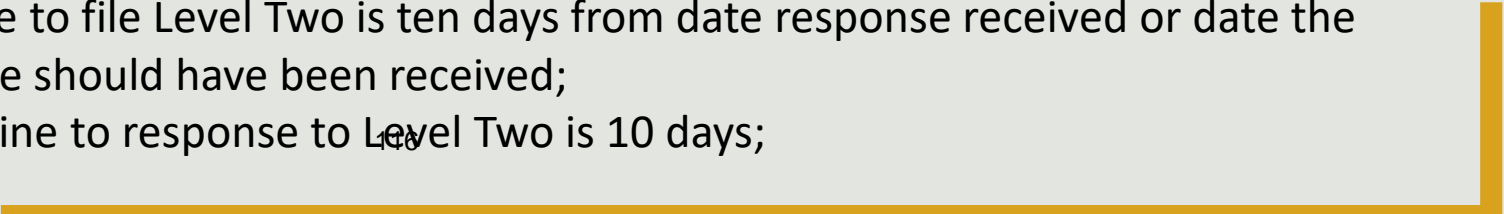


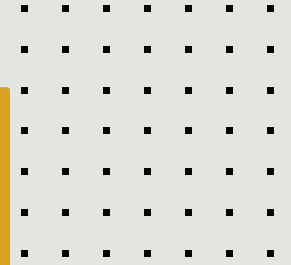
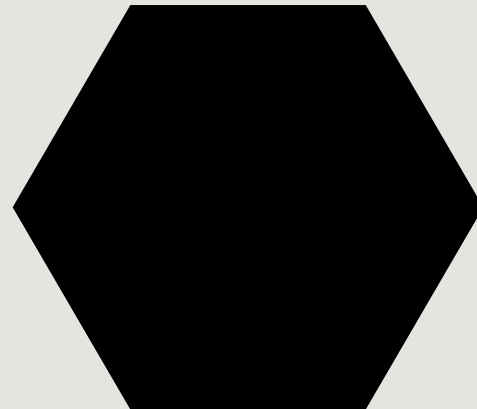
POLICIES

Mr. Johnathan Ball

DGBA (Local) Personnel – Management Employee Complaints-Grievances

- Deadline is 15 days from the date the employee knew or should have known with reasonable diligence of the decision or action giving rise to the complaint or grievance;
 - Deadline to respond to Level One is 10 days;
- Deadline to file Level Two is ten days from date response received or date the response should have been received;
 - Deadline to response to Level Two is 10 days;





POLICIES

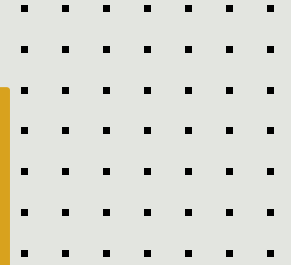
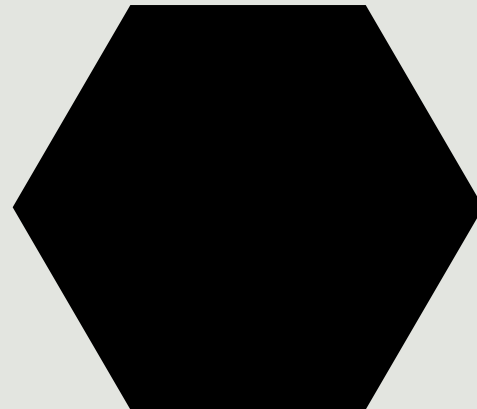
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DGBA (Local)

Personnel – Management Employee Complaints-Grievances

- Deadline for Level Three appeal is 10 days from date response received or 10 days from the date the response should have been due.
 - The employee can request the meeting be in public;
 - The board can orally or in writing give a response and has until next regularly scheduled board meeting to give a response. If no response, then the Level Two is upheld





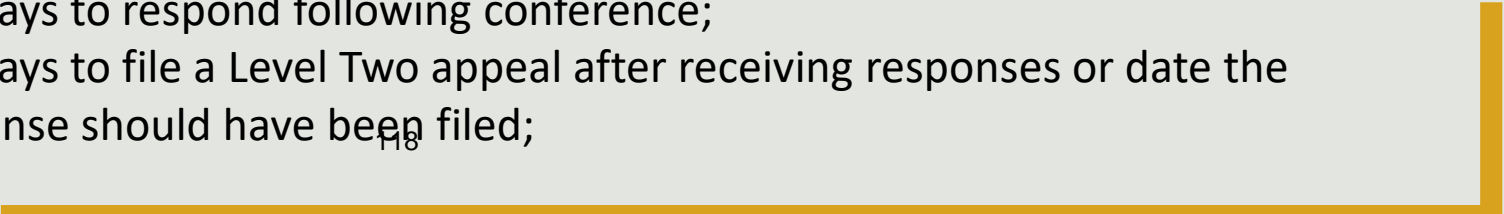
POLICIES

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FNG (Local)

Student Rights and Responsibilities-Student and Parent Complaint/Grievances

- Level One deadline is 15 days from the date the student or parent knew or should have known with reasonable diligence of the decision or action giving rise to the complaint or grievance;
- Most often this should be filed with the campus principal;
- Ten days to schedule a conference;
- Ten days to respond following conference;
- Ten days to file a Level Two appeal after receiving responses or date the response should have been filed;



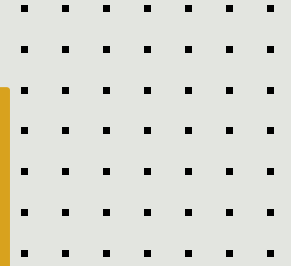
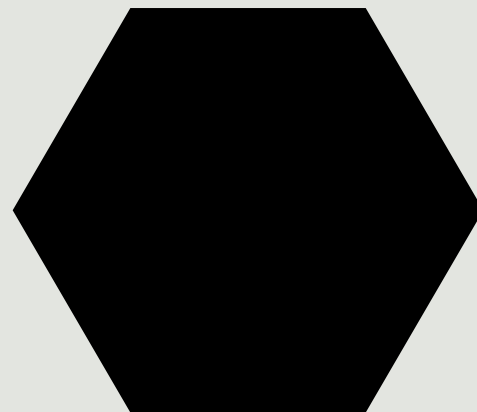


POLICIES

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FNG (Local) Student Rights and Responsibilities-Student and Parent Complaint/Grievances

- Ten days to file appeal to Level Three.
- The DISTRICT shall determine if it is held in open or closed session.
- The District can give its decision orally or in writing.
- If no response given by next regularly scheduled board meeting, then Level Two is upheld.



POLICIES

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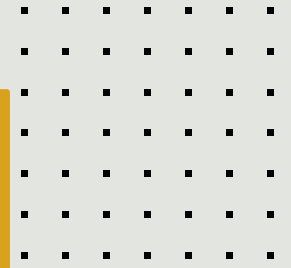
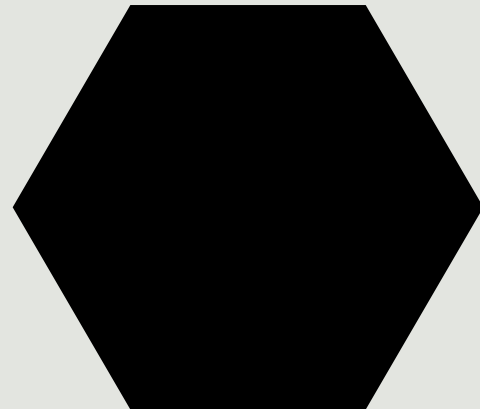
UIL Parent Playbook

Issues NOT appropriate for discussion with your child's coach:

- 1) How much playing time each athlete is getting.
- 2) Team strategy.
- 3) Play calling.
- 4) Any situation that deals with other student-athletes.

There are situations that may require a conference between the coach and parent. These are not discouraged, as it is important for each party to have a clear understanding of the other's position. When these conferences are necessary, the following procedure is suggested to help promote resolution to the issue.





POLICIES

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UIL Parent Playbook

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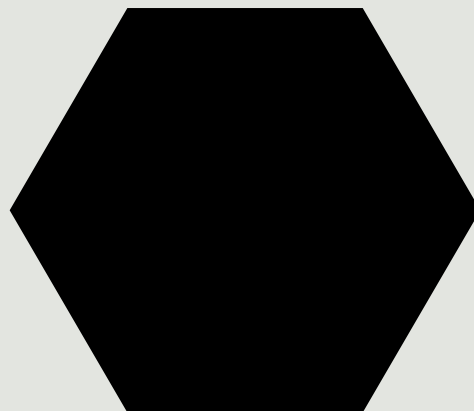


POLICIES

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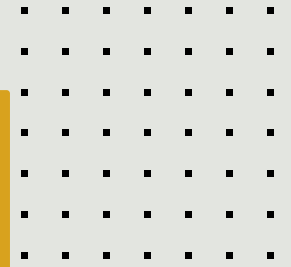
Term Contracts & Nonrenewal

- Chapter 21, Subchapter E. Education Code 21.002(a)
- In this policy, "teacher" means:
 1. A superintendent;
 2. A principal;
 3. A supervisor;
 4. A classroom teacher;
 5. A school counselor;
 6. Any other full-time professional employee who is required to hold a certificate issued under Education Code Chapter 21, Subchapter B [see DK(EXHIBIT)]; or
 7. A nurse.



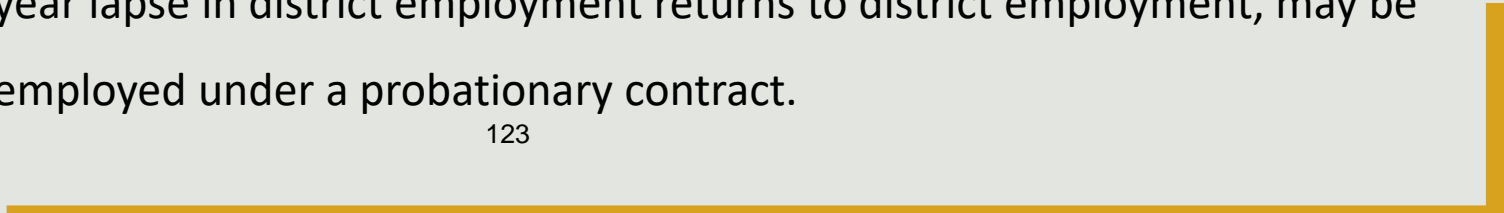
POLICIES

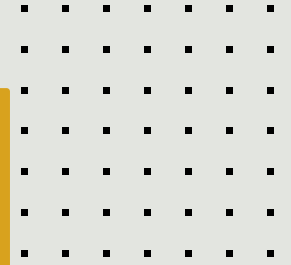
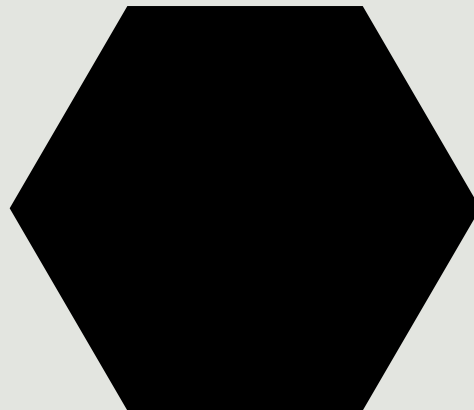
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Sec. 21.102. PROBATIONARY CONTRACT

- (a) Except as provided by Section 21.202(b), a person who is employed as a teacher by a school district for the first time, or who has not been employed by the district for two consecutive school years subsequent to August 28, 1967, shall be employed under a probationary contract. A person who previously was employed as a teacher by a district and, after at least a two-year lapse in district employment returns to district employment, may be employed under a probationary contract.



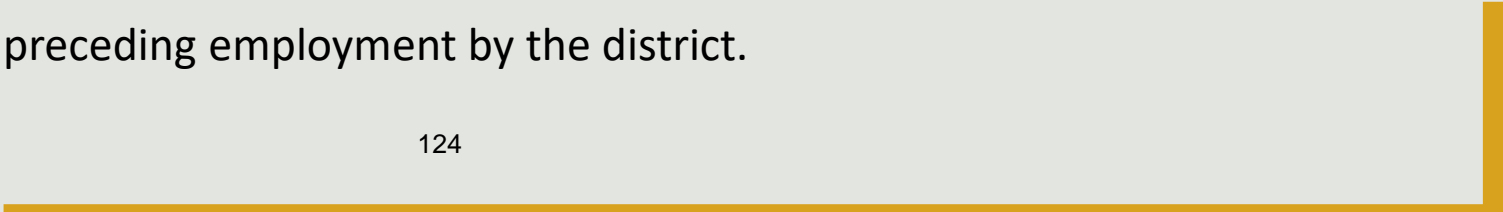


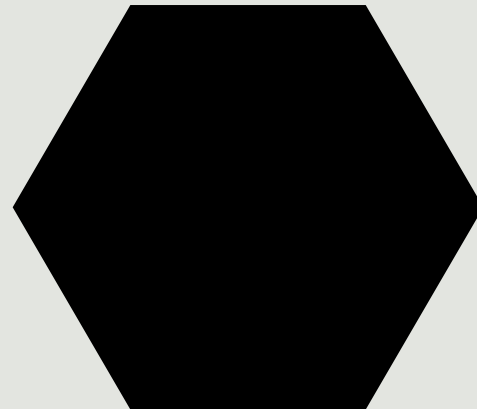
POLICIES

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Sec. 21.102. PROBATIONARY CONTRACT

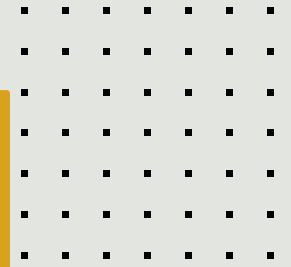
- (b) A probationary contract may not be for a term exceeding one school year. The probationary contract may be renewed for two additional one-year periods, for a maximum permissible probationary contract period of three school years, except that the probationary period may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment by the district.





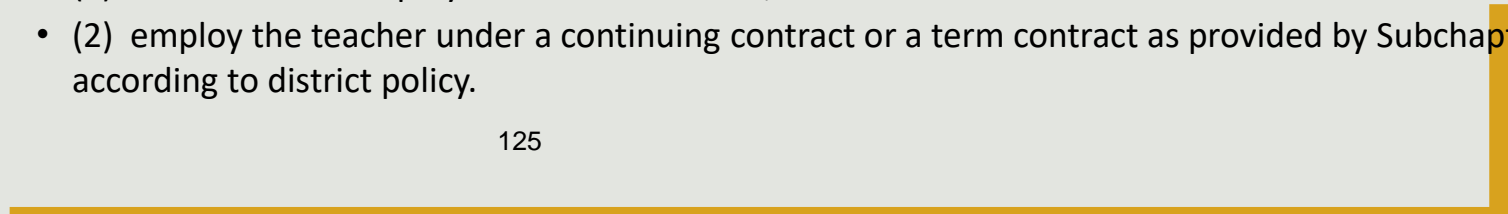
POLICIES

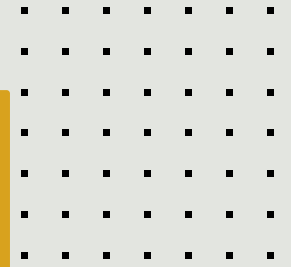
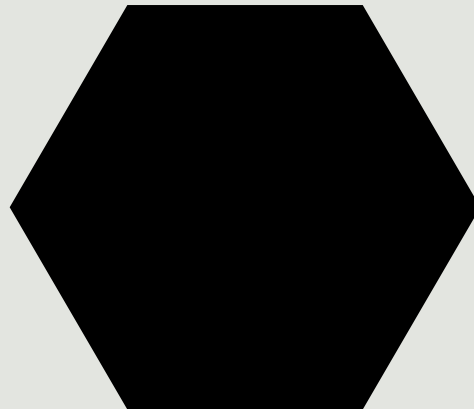
Mr. Johnathan Ball



Sec. 21.102. PROBATIONARY CONTRACT

- (c) An employment contract may not extend the probationary contract period beyond the end of the third consecutive school year of the teacher's employment by the school district unless, during the third year of a teacher's probationary contract, the board of trustees determines that it is doubtful whether the teacher should be given a continuing contract or a term contract. If the board makes that determination, the district may make a probationary contract with the teacher for a term ending with the fourth consecutive school year of the teacher's employment with the district, at which time the district shall:
 - (1) terminate the employment of the teacher; or
 - (2) employ the teacher under a continuing contract or a term contract as provided by Subchapter D or E, according to district policy.



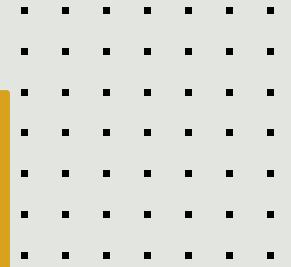
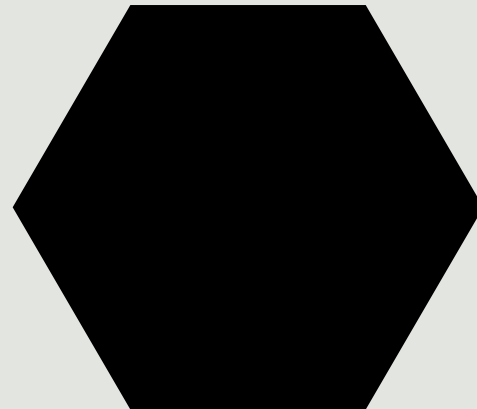


POLICIES

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Term Contracts & Nonrenewal

- An employee does not have a property interest in a term contract beyond its term.

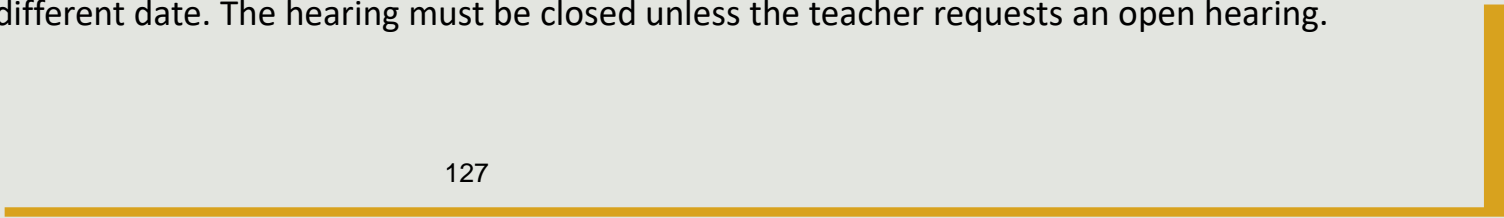


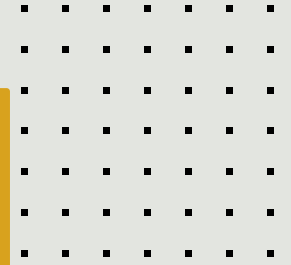
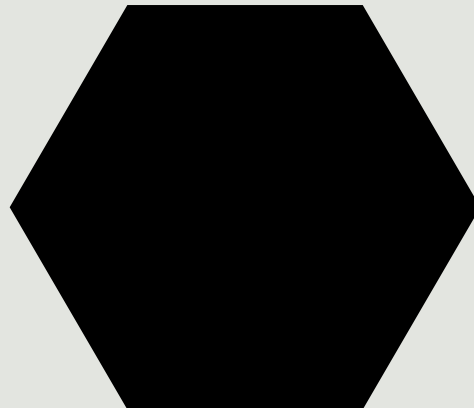
POLICIES

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Sec. 21.207. HEARING UNDER TERM CONTRACT

- (a) If the teacher desires a hearing after receiving notice of the proposed nonrenewal, the teacher shall notify the board of trustees in writing not later than the 15th day after the date the teacher receives hand delivery of the notice of the proposed action, or if the notice is mailed by prepaid certified mail or delivered by express delivery service, not later than the 15th day after the date the notice is delivered to the teacher's address of record with the district. The board shall provide for a hearing to be held not later than the 15th day after the date the board receives the request for a hearing unless the parties agree in writing to a different date. The hearing must be closed unless the teacher requests an open hearing.



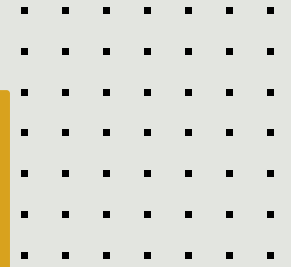
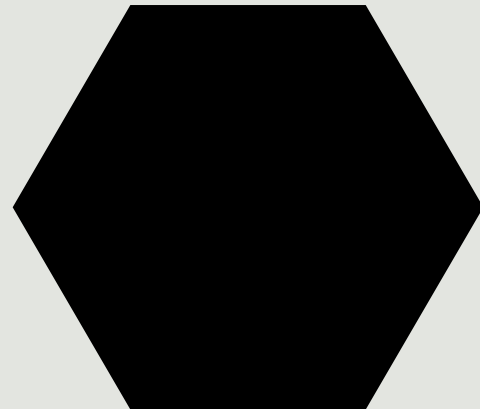


POLICIES

Mr. Johnathan Ball

If the teacher requests a hearing, following the hearing the board of trustees shall:

- (1) take the appropriate action to renew or not renew the teacher's contract; and
- (2) notify the teacher in writing of that action not later than the 15th day after the date on which the hearing is concluded.



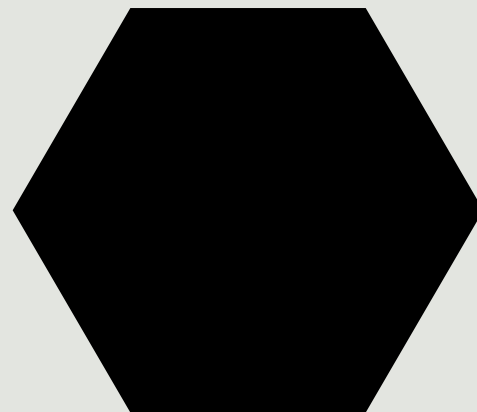
POLICIES

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Sec. 21.209. APPEAL

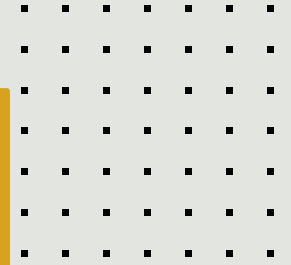
A teacher who is aggrieved by a decision of a board of trustees on the nonrenewal of the teacher's term contract may appeal to the commissioner for a review of the decision of the board of trustees in accordance with the provisions of Subchapter G. The commissioner may not substitute the commissioner's judgment for that of the board of trustees unless the board's decision was arbitrary, capricious, unlawful, or not supported by substantial evidence.





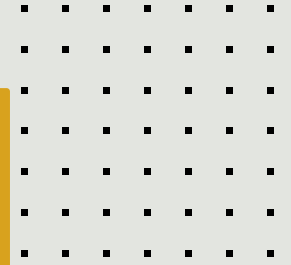
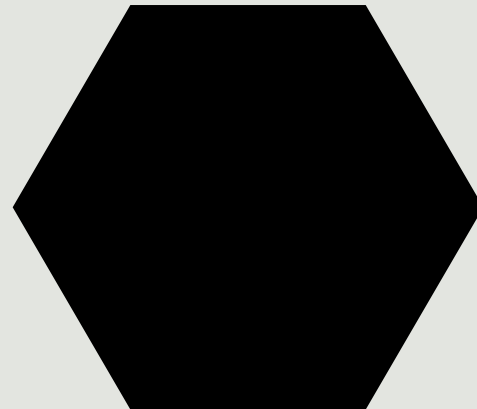
POLICIES

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GKA — Community Relations: Conduct on School Premises

- The criminal laws of the state apply to the areas under the control and jurisdiction of the board. Education Code 37.101.

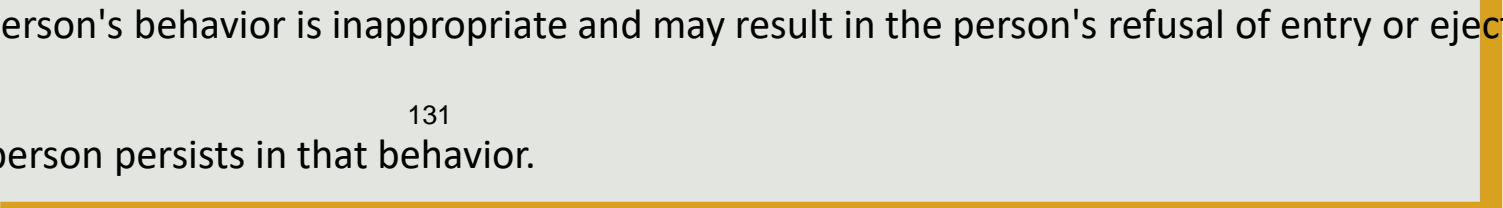


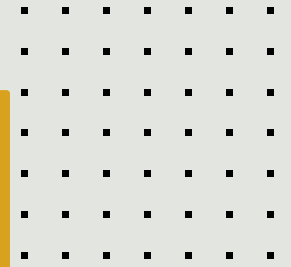
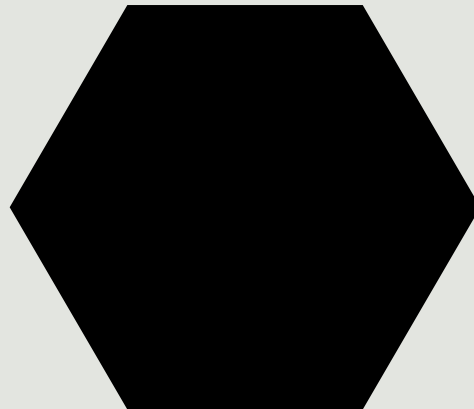
POLICIES

Mr. Johnathan Ball

GKA — Community Relations: Conduct on School Premises

- A school administrator, school resource officer, or school district peace officer may refuse to allow persons to enter on or may eject a person from property under the district's control if the person refuses to leave peaceably on request and:
 - The person poses a substantial risk of harm to any person; or
 - The person behaves in a manner that is inappropriate for a school setting and:
 - The administrator, resource officer, or peace officer issues a verbal warning to the person that the person's behavior is inappropriate and may result in the person's refusal of entry or ejection; and
- The person persists in that behavior.



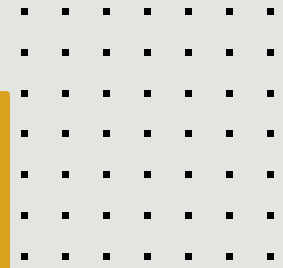
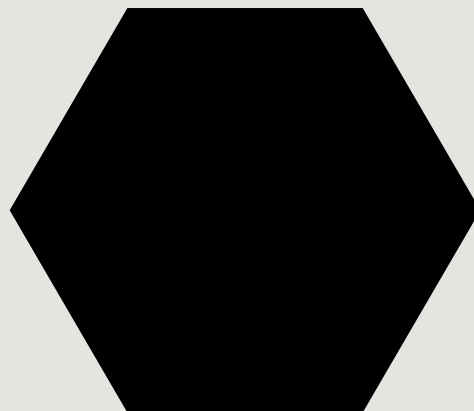


POLICIES

Mr. Johnathan Ball

Does a parent of a district student have a right to come onto campus, even if the parent is a registered sex offender?

- Identification may be required of any person on property under the district's control.
- In general, parents have a legal right of access to their children at school. Absent legally altered rights, state law encourages parents to be partners with educators, administrators, and school district boards of trustees in their children's education. Tex. Educ. Code § 26.001(a).

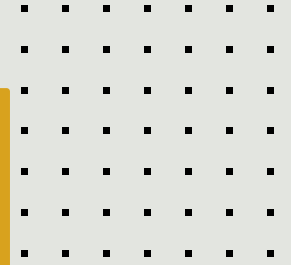
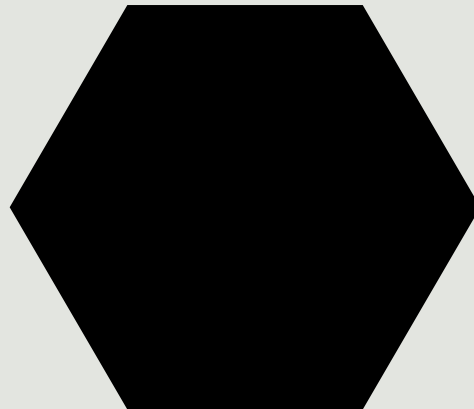


POLICIES

Mr. Johnathan Ball

Does a parent of a district student have a right to come onto campus, even if the parent is a registered sex offender?

- A district may impose reasonable restrictions to maintain order and ensure the safety of other students. See *Lovern v. Edwards*, (rejecting claim that school officials must allow parents boundless access to school property); *Rodgers v. Duncanville Indep. Sch. Dist.*, (rejecting argument that parent had right of access to school after administrators banned parent from campus for repeatedly ignoring the administration’s directives)
- A district may also be required to comply with a court order that curtails a parent’s rights to a child.

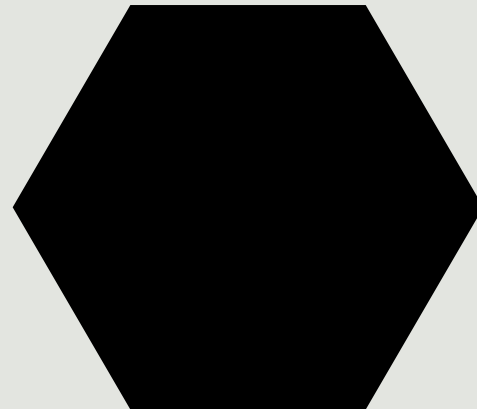


POLICIES

Mr. Johnathan Ball

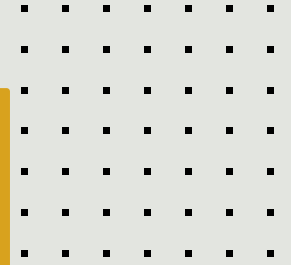
May the district prohibit a sex offender from volunteering?

- Yes. There is no legal right to volunteer at a school. A district can set requirements for eligibility to become a volunteer and may exclude sex offenders.



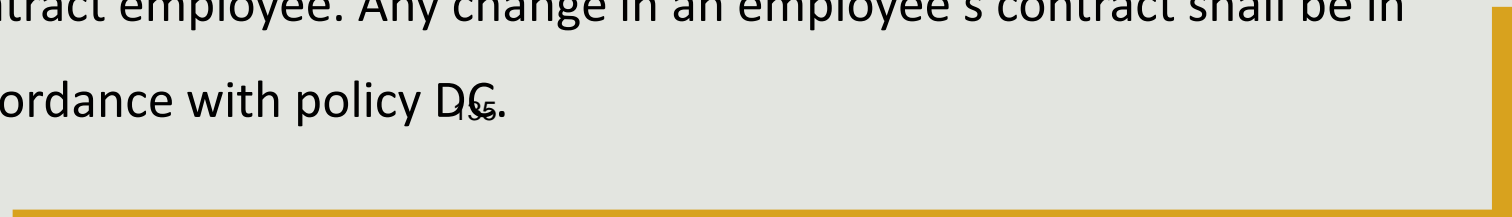
POLICIES

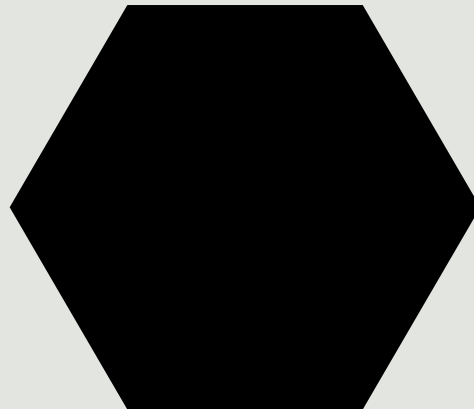
Mr. Johnathan Ball



DK — Assignment and Schedules

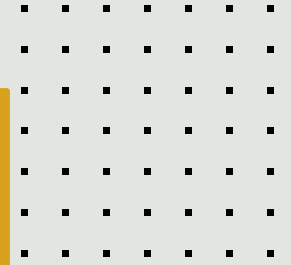
- All personnel are employed subject to assignment and reassignment by the Superintendent or designee when the Superintendent determines that the assignment or reassignment is in the best interest of the District.
Reassignment shall be defined as a transfer to another position, department, or facility that does not necessitate a change in the employment contract of a contract employee. Any change in an employee's contract shall be in accordance with policy DG.





POLICIES

Mr. Johnathan Ball



DC — Employment Practices

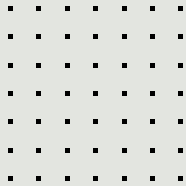
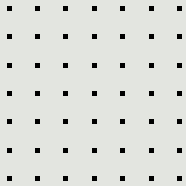
- A board may accept or reject a superintendent's recommendation regarding the selection of district personnel and shall include the board's acceptance or rejection in the minutes of the board's open meeting, in the certified agenda or tape recording of a closed meeting, or in the recording required under Government Code 551.125 or 551.127, as applicable. If a board rejects a superintendent's recommendation, the superintendent shall make alternative recommendations until the board accepts a recommendation. Education Code 11.1513(b).



THANK YOU



Do you have any questions for any of us?



January 2024





LOCAL POLICY

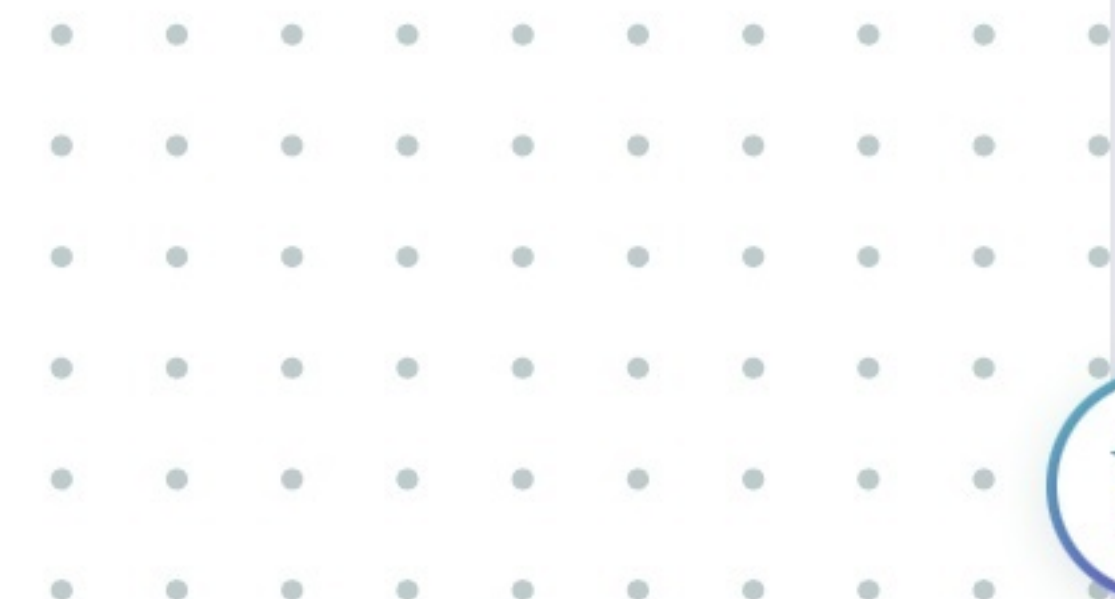
DYSLEXIA AND RELATED DISORDERS

EHB (LOCAL)

THE DISTRICT SHALL COMPLY WITH ALL RULES AND STANDARDS ADOPTED BY THE STATE BOARD OF EDUCATION AND GUIDANCE PUBLISHED BY THE COMMISSIONER OF EDUCATION TO IMPLEMENT THE PROGRAM TO TEST (OR) (SCREEN) STUDENTS FOR DYSLEXIA AND RELATED DISORDERS.

IN 2017, THE 85TH TEXAS LEGISLATURE PASSED HOUSE BILL (HB) 1886, AMENDING TEXAS EDUCATION CODE (TEC) §38.003, SCREENING AND TREATMENT FOR DYSLEXIA,¹ TO REQUIRE THAT ALL KINDERGARTEN AND FIRST-GRADE PUBLIC SCHOOL STUDENTS BE SCREENED FOR DYSLEXIA AND RELATED DISORDERS. ADDITIONALLY, THE LAW REQUIRES THAT ALL STUDENTS BEYOND FIRST GRADE BE SCREENED OR TESTED AS APPROPRIATE THE LAW ALSO REQUIRES SCHOOL DISTRICTS TO ADMINISTER A READING INSTRUMENT AT THE BEGINNING OF SEVENTH GRADE TO STUDENTS WHO DID NOT DEMONSTRATE READING PROFICIENCY ON THE SIXTH-GRADE STATE READING ASSESSMENT.

PROGRAMS:
IREADY
MAP READING FLUENCY



McAllen Independent School District
2022-2023 Dyslexia STAAR Results

Elementary	3rd Grade											
	Total	Total Passed	% Passed	Total General Dyslexia	Total General Dyslexia Passed	% Passed	Total SPED	Total SPED Passed	% Passed	Total EB	Total EB Passed	% Passed
101 ALVAREZ ELEMENTARY	11	5	45%	7	3	43%	4	2	50%	5	4	80%
106 HOUSTON ELEMENTARY	12	7	58%	10	6	60%	2	1	50%	9	5	56%
107 JACKSON ELEMENTARY	13	12	92%	8	7	88%	5	5	100%	3	3	100%
111 MILAM ELEMENTARY	22	10	45%	14	7	50%	8	3	38%	8	2	25%
112 WILSON ELEMENTARY	5	2	40%	2	2	100%	3	0	0%	3	1	33%
114 FIELDS ELEMENTARY	22	7	32%	10	2	20%	12	5	42%	17	5	29%
116 SEGUIN ELEMENTARY	6	1	17%	5	0	0%	1	1	100%	3	1	33%
119 ESCANDON ELEMENTARY	5	2	40%	2	2	100%	3	0	0%	4	1	25%
120 RAYBURN ELEMENTARY	13	7	54%	7	6	86%	6	1	17%	4	2	50%
121 ROOSEVELT ELEMENTARY	16	7	44%	5	2	40%	11	5	45%	9	5	56%
122 GARZA ELEMENTARY	7	4	57%	5	3	60%	2	1	50%	1	1	100%
123 MCAULIFFE ELEMENTARY	10	6	60%	1	1	100%	9	5	56%	3	2	67%
124 GONZALEZ ELEMENTARY	8	7	88%	5	4	80%	3	3	100%	2	2	100%
126 CASTANEDA ELEMENTARY	11	5	45%	8	5	63%	3	0	0%	6	2	33%
127 BLANCA E SANCHEZ ELEMENTARY	7	5	71%	4	3	75%	3	2	67%	3	2	67%
128 DR PABLO PEREZ ELEMENTARY	11	5	45%	3	2	67%	8	3	38%	3	2	67%
129 LUCILE M HENDRICKS ELEMENTARY	11	4	36%	4	2	50%	7	2	29%	4	1	25%
130 THIGPINZAVALA ELEMENTARY	11	10	91%	7	7	100%	4	3	75%	8	7	88%
TOTAL	201	106	53%	107	64	60%	94	42	45%	95	48	51%

Elementary	4th Grade											
	Total	Total Passed	% Passed	Total General Dyslexia	Total General Dyslexia Passed	% Passed	Total SPED	Total SPED Passed	% Passed	Total EB	Total EB Passed	% Passed
101 ALVAREZ ELEMENTARY	10	1	10%	3	0	0%	7	1	14%	4	0	0%
106 HOUSTON ELEMENTARY	17	7	41%	7	2	29%	10	5	50%	10	3	30%
107 JACKSON ELEMENTARY	11	4	36%	8	4	50%	3	0	0%	4	1	25%
111 MILAM ELEMENTARY	22	16	73%	16	11	69%	6	5	83%	3	2	67%
112 WILSON ELEMENTARY	10	5	50%	5	2	40%	5	3	60%	4	0	0%
114 FIELDS ELEMENTARY	19	5	26%	12	3	25%	7	2	29%	12	4	33%
116 SEGUIN ELEMENTARY	13	6	46%	7	6	86%	6	0	0%	8	3	38%
119 ESCANDON ELEMENTARY	11	3	27%	3	1	33%	8	2	25%	7	2	29%
120 RAYBURN ELEMENTARY	12	10	83%	6	6	100%	6	4	67%	3	2	67%
121 ROOSEVELT ELEMENTARY	14	7	50%	6	4	67%	8	3	38%	7	3	43%
122 GARZA ELEMENTARY	18	9	50%	11	5	45%	7	4	57%	2	0	0%
123 MCAULIFFE ELEMENTARY	12	7	58%	4	3	75%	8	4	50%	6	3	50%
124 GONZALEZ ELEMENTARY	8	5	63%	1	1	100%	7	4	57%	2	1	50%
126 CASTANEDA ELEMENTARY	10	6	60%	5	5	100%	5	1	20%	4	2	50%
127 BLANCA E SANCHEZ ELEMENTARY	12	6	50%	5	2	40%	7	4	57%	5	2	40%
128 DR PABLO PEREZ ELEMENTARY	8	5	63%	3	1	33%	5	4	80%	1	0	0%
129 LUCILE M HENDRICKS ELEMENTARY	8	4	50%	1	1	100%	7	3	43%	2	2	100%
130 THIGPINZAVALA ELEMENTARY	10	5	50%	2	2	100%	8	3	38%	5	2	40%
TOTAL	225	111	49%	105	59	56%	120	52	43%	89	32	36%

Elementary	5th Grade											
	Total	Total Passed	% Passed	Total General Dyslexia	Total General Dyslexia Passed	% Passed	Total SPED	Total SPED Passed	% Passed	Total EB	Total EB Passed	% Passed
101 ALVAREZ ELEMENTARY	12	5	42%	5	2	40%	7	3	43%	5	1	20%
106 HOUSTON ELEMENTARY	10	6	60%	7	4	57%	3	2	67%	6	3	50%
107 JACKSON ELEMENTARY	11	4	36%	8	4	50%	3	0	0%	4	0	0%
111 MILAM ELEMENTARY	20	19	95%	12	12	100%	8	7	88%	5	4	80%
112 WILSON ELEMENTARY	12	5	42%	5	3	60%	7	2	29%	7	3	43%
114 FIELDS ELEMENTARY	17	8	47%	8	5	63%	9	3	33%	8	4	50%
116 SEGUIN ELEMENTARY	14	8	57%	11	7	64%	3	1	33%	6	2	33%
119 ESCANDON ELEMENTARY	17	8	47%	11	5	45%	6	3	50%	8	4	50%
120 RAYBURN ELEMENTARY	7	6	86%	5	5	100%	2	1	50%	2	2	100%
121 ROOSEVELT ELEMENTARY	10	9	90%	7	6	86%	3	3	100%	5	5	100%
122 GARZA ELEMENTARY	13	9	69%	8	5	63%	5	4	80%	4	4	100%
123 MCAULIFFE ELEMENTARY	12	7	58%	8	5	63%	4	2	50%	8	4	50%
124 GONZALEZ ELEMENTARY	7	7	100%	6	6	100%	1	1	100%	1	1	100%
126 CASTANEDA ELEMENTARY	13	5	38%	8	3	38%	5	2	40%	4	0	0%
127 BLANCA E SANCHEZ ELEMENTARY	11	7	64%	8	5	63%	3	2	67%	3	2	67%
128 DR PABLO PEREZ ELEMENTARY	19	14	74%	4	4	100%	15	10	67%	9	6	67%
129 LUCILE M HENDRICKS ELEMENTARY	9	8	89%	6	6	100%	3	2	67%	3	2	67%
130 THIGPINZAVALA ELEMENTARY	8	6	75%	3	3	100%	5	3	60%	5	3	60%
TOTAL	222	141	64%	130	90	69%	92	51	55%	93	50	54%

Elementary	Total % Pass All Grade Levels	Campus Grade
101 ALVAREZ ELEMENTARY	33%	
106 HOUSTON ELEMENTARY	51%	
107 JACKSON ELEMENTARY	57%	
111 MILAM ELEMENTARY	70%	
112 WILSON ELEMENTARY	44%	
114 FIELDS ELEMENTARY	34%	
116 SEGUIN ELEMENTARY	45%	
119 ESCANDON ELEMENTARY	39%	
120 RAYBURN ELEMENTARY	72%	
121 ROOSEVELT ELEMENTARY	58%	
122 GARZA ELEMENTARY	58%	
123 MCAULIFFE ELEMENTARY	59%	
124 GONZALEZ ELEMENTARY	83%	
126 CASTANEDA ELEMENTARY	47%	
127 BLANCA E SANCHEZ ELEMENTARY	60%	
128 DR PABLO PEREZ ELEMENTARY	63%	
129 LUCILE M HENDRICKS ELEMENTARY	57%	
130 THIGPINZAVALA ELEMENTARY	72%	
TOTAL	55%	

2023-2024 Section 504 Coordinator Meetings

Goal: To facilitate the Section 504 process at each campus

Objective: To be in compliance with each 504 student needs while applying the E.I. & Customer Service Standards

Date	Time	Topic	Location	Audience
Aug 10, 2023	1:00-5:00	<u>Elementary and Secondary</u> *504 SuccessED Training /Manifestation *PEIMS CODING *Core5 and Power Up Data Access & New Student Ratio *Teacher & Parent Skyward 504 verification and Access *Google 504 Classroom Code *2022-23 Campus Audit Report *TTESS Dyslexia Walk-Through Obs. Form PSAT AND AP REQUIRMENTS (Alex Gonzalez)	Fields	504 Coordinator
Sept. 13, 2023	10:30-12:30 3:30-5:30	HB 3928	SD	504 Coordinator
Oct. 11, 2023	10:30-12:30 3:30-5:30	HB and Child Find Mandatory Training Dyslexia Coding	SD	504 Coordinator
Nov. 8, 2023	10:30-12:30 3:30-5:30	M-Class Amplify Training (Mrs. Sandra Garcia)	SD	504 Coordinator
Dec. 13, 2023	10:30-12:30 3:30-5:30	Dyslexia K-1 New Post M-Class Amplify Forms PEIMS Coding Overview Discuss STAAR DATA AND BUBBLE STUDENTS AND NON-SCREENING STUDENTS FROM PREVIOUS YEAR HB- PHASE 2	SD	504 Coordinator
Jan 24, 2024	10:30-12:30 3:30-5:30	504 Audit Process	SD	504 Coordinator
Feb. 21, 2024	10:30-12:30 3:30-5:30	Dysgraphia Training (Mr. S. Flores and Mrs. Deborah Lopez)	SD	504 Coordinator
March 20, 2023	10:30-12:30 3:30-5:30	504 District and Campus Updates	SD	504 Coordinator
April 10, 2024	10:30-12:30 3:30-5:30	Dyslexia K-1 New Post M-Class Amplify Forms	SD	504 Coordinator
May 8, 2024	10:30-12:30 3:30-5:30	Closing Procedures and Summer Snapshot	SD	504 Coordinator

2023-2024 504 District Core team Meetings

Audience: CORE Team Members:

Elementary-Melissa Leo /Donna Bzibziak, Middle School-Dr. Jessica Gonzalez, High School- Nora Sanchez

Month (Only for an Emergency)	Time	Topic	Location
September	9:30-10:30	Updates and Changes	TEAMS
Oct.	9:30-10:30	Updates and Changes	TEAMS
January	9:30-10:30	Updates and Changes	TEAMS
March	9:30-10:30	Updates and Changes	TEAMS
April	9:30-10:30	Closing Procedure Updates	TEAMS

2023-2024 Elementary RTI Campus Coordinator Meetings

Goal: To familiarize ourselves with SuccessEd in order to facilitate the RTI process at the campus

Objective: To better understand the RTI process and SuccessED while applying the E.I. & Customer Service Standards in conjunction with the Director of Counseling-Norma Cabrera

Date	Time	Topics	Location	Audience
Aug. 10, 2023	8-12	<u>Elementary and Secondary</u> *RTI SuccessED Training /Manifestation *PEIMS CODING (Lizette Hinojosa) *Core5 and Power Up Data Access & New Student Ratio *Teacher & Parent Skyward RTI verification and Access *Google RTI Classroom Code *2022-23 Campus Audit Report	Fields	RTI Coordinator
Sept. 14th	8:30-9:30	Norma Cabrera Presents: ADHD (Dr. Razo UTRGV)	G-1	RTI Coordinator
Oct. 12 th	8:30-9:30	HB and Child Find Mandatory and NEW HB 3928 Training	G-1	RTI Coordinator
Nov. 9 th	8:30-9:30	M-Class Amplify Training (Mrs. Sandra Garcia) HB -PHASE 2	G-1	RTI Coordinator
Dec. 7 th	8:30-9:30	Dyslexia K-1 New Post M-Class Amplify Forms	G-1	RTI Coordinator
Jan. 18 th	8:30-9:30	RTI CAMPUS AUDIT	G-1	RTI Coordinator
Feb. 19 th	8:30-9:30	RTI District and Campus UPDATES	TBA	RTI Coordinator
Mar. 7 th	8:30-9:30	RTI District and Campus Updates	G-1	RTI Coordinator
April 11 th	8:30-9:30	Dyslexia K-1 New Post M-Class Amplify Forms	G-1	RTI Coordinator
May 16 th	8:30-9:30	EOY Procedures	G-1	RTI Coordinator

2023-2024 RTI Middle and High School Campus Coordinator Meetings

Goal: To familiarize ourselves with SuccessEd in order to facilitate the RTI process at the campus

Objective: To better understand the RTI process and SuccessED while applying the E.I. & Customer Service Standards

Date	Time	Topic	Location	Audience
August 10, 2023	8:00-12:00	<u>Elementary and Secondary</u> *RTI SuccessED Training /Manifestation *PEIMS CODING (Lizette Hinojosa) *Core5 and Power Up Data Access & New Student Ratio *Teacher & Parent Skyward RTI verification and Access *Google RTI Classroom Code *2022-23 Campus Audit Report	Fields	RTI Coordinator
September 18, 2023	10:00-11:00	HB and Child Find Mandatory and NEW HB 3928 Training	TEAMS	RTI Coordinator
Nov.27, 2023	10:00-11:00	HB- PHASE 2	TEAMS	RTI Coordinator
Jan 15 2024	10:00-11:00	RTI Campus Audit	TEAMS	RTI Coordinator
Feb. 12, 2024	10:00-11:00	RTI District and Campus Updates	TEAMS	RTI Coordinator
April. 1, 2024	10:00-11:00	RTI District and Campus Updates	TEAMS	RTI Coordinator
May 6 2024	10:00-11:00	Closing Procedures	TEAMS	RTI Coordinator

2023-2024 RTI District Core team Meetings

Audience: CORE Team Members:

Elementary-Marla Fuentes/Jessica Guerrero- Middle & High School-Dr. Jessica Gonzalez

Month (Only for an Emergency)	Time	Topic	Location
Oct	9:30-10:30	Updates and Changes	TEAMS
Dec	9:30-10:30	Updates and Changes	TEAMS
Feb	9:30-10:30	Updates and Changes	TEAMS
April	9:30-10:30	Updates and Changes	TEAMS
May	9:30-10:30	Closing Procedures Updates	TEAMS



INDEPENDENT SCHOOL DISTRICT

-SPECIAL EDUCATION- DEPARTMENT



ADMIN PLAYBOOK
Revised July 20, 2023

McALLEN INDEPENDENT SCHOOL DISTRICT



145

Every Student, Every Day
MISD Special Education Department

Special Education Department

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Special Education Form Links:

- [ARD Script Sample \(English\)](#)
- [ARD Script Sample \(Spanish\)](#)
- [Campus Admin ARD Log](#)
- [Common Acronyms used in Special Ed.](#)
- [Initial Referral Process](#)
- [Staffing Documentation](#)
- [Teacher IEP Checklist](#)
- [STRIDES Referral Form](#)
- [Request for Behavior Support Services](#)

ELIGIBILITY FOR SPECIAL EDUCATION- IDENTIFICATION AND SERVICES

REFERRAL FOR SPECIAL EDUCATION IDENTIFICATION

Referring a student for Special Education

When a student is suspected of having a disability by a school staff member or parent, the student may be considered for a referral for Special Education identification. There are 13 areas of disability that the Special Education department is responsible for identifying (please see below). Each campus has a Speech-Language Pathologist, Educational Diagnostician and/or a Licensed Specialist in School Psychology that is responsible for reviewing and evaluating students after the campus has gathered student referral information and obtained written parental consent. Formal assessment must be completed within 45 school days from date of parent consent and presented to the Admission Review and Dismissal Committee (ARDC) within 30 calendar days of completed evaluation. If the student’s evaluation supports an educational need and the student meets at least 1 of the **13 areas of identification**, the campus ARDC will determine need for **program services** based on the student’s present levels of performance and recommended accommodations and/or modifications to TEKS.

13 AREAS OF IDENTIFICATION

Auditory Impairment (AI)

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a child's educational performance.

A student with an Auditory Impairment is one who has been determined to meet the criteria for deafness as stated in 34 CFR, §300.7(c)(3), or for hearing impairment as stated in 34 CFR, §300.7(c)(5). The evaluation data reviewed by the multidisciplinary team in connection with the determination of a student's eligibility based on an auditory impairment must include an Otological examination performed by an otologist or by a licensed medical doctor, with documentation that the otologist is not reasonably available. An audiological evaluation by a licensed audiologist shall also be conducted. The evaluation data shall include a description of implications of the hearing loss for the student's hearing in a variety of circumstances with or without recommended amplification.

Autism (AU)

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which adversely affects a child's educational performance.

Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of this section. A child who manifests the characteristics of "autism" after age 3 could be diagnosed as having "autism" if the criteria in paragraph (c)(1)(i) of this section are satisfied.

Deaf-Blind (DB)

Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Emotional Disturbance (ED)

Emotional Disturbance is defined as follows: The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors,
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

Specific Learning Disability (LD)

A Specific Learning Disability is defined as follows: The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Disorders not included: The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental,

cultural, or economic disadvantage

Intellectually Disabled (ID)

Intellectually Disabled means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Multiple Disabilities (MD)

Multiple disabilities means concomitant impairments (such as intellectual disabled-blindness, intellectual disabled-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Non-Categorical Early Childhood (NCEC)

Non-Categorical Early Childhood: A student between the ages of 3-5 who is evaluated as having an intellectual disability, emotional disturbance, a specific learning disability, or autism may be described as non-categorical early childhood.

Orthopedic Impairment (OI)

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance.

The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other Health Impairment (OHI)

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and adversely affects a child's educational performance.

Speech or Language Impairment (SI)

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a child's educational performance.

Traumatic Brain Injury (TBI)

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.

The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Visual Impairment (VI)

Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

PROGRAM SERVICES, SUPPORTS, and OTHER

Related services are based on evaluations from certified and specialized staff members. If the evaluation shows that the student has a disability, the ARD committee must then address the two-part eligibility test by deciding whether the student has a disability. If the student does not have an educational need for special education services, he or she is not eligible for services. Administrators should refrain from addressing the number of therapy session recommendations from specialized staff, as they are based on professional evaluations.

Academic Instruction

Academic instruction is provided to students who require instructional support in addition to the general education curriculum. **Inclusion/Mainstream** support is provided to those students who take part in the general education curriculum. Primary instruction is provided by a General Education teacher while a Special Education teacher or instructional paraprofessional provides support to the student within the general education classroom. **Resource** support is provided to those students who require instructional support separate from the general education setting and will be provided instruction by a Special Education teacher. **Self-Contained** support is provided to those students who require intense instructional support in a smaller classroom setting due to deficits in cognitive and adaptive abilities. Students in this setting receive accommodations and modifications to the general educational curriculum based on prerequisite needs.

Adapted Physical Education

Adapted physical education is a diversified and systematic program of developmental activities, exercises, games, sports, aquatics and rhythms that are designed in the psychomotor domain. The program is organized and presented in a sequential and developmental manner that is geared to the abilities, limitations and needs of each individual student.

Assistive Technology

Assistive technology supports students with communication, learning and self-help needs through the use of modifications and adaptive aids. It provides special education students with appropriate technology and devices in order to accomplish individual education program (IEP) goals.

Auditory Services

Certified teachers provide itinerant services, consultation, staff development, direct instruction in language and auditory training, use and care of adaptive equipment and adapted materials to prepare students to be literate, independent, functioning members of society.

Behavior Support

Behavior specialists support classrooms and other special education services by assisting staff in creating, maintaining and evaluating effective behavior techniques, interventions and strategies for students with behavioral difficulties.

Counseling

Students who struggle with behavior or have emotional needs are evaluated to determine if there is a need for counseling services. Counseling can be provided by a regular education counselor and/or special education counselor/social worker (high schools).

Extended School Year (ESY)

ESY services are individualized instructional programs extended beyond the regular school year for students with disabilities who have been determined by the Admission, Review and Dismissal (ARD) Committee to be subject to severe or substantial regression and extensive recoupment problems if not provided those services.

Homebound

Homebound services provide students academic content, commensurate with classmates, while they are at home recuperating from illness or surgery. Any student being considered for homebound services requires a physician's report indicating the need for such service, duration for service and a reintegration plan. Homebound services are provided by an assigned certified teacher that visits the student's home on a regular basis to provide instruction and support, and should be carefully considered due the need for the least restrictive environment.

In Home Training

In-home training is based on an evaluation and is intended to provide services to students who have IEPs addressing skills in the areas of communication, behavior, self-help/independent living, and social skills and have shown some level of mastery, but have not been generalized to the home/community.

Parent Training

Parent training is based on a parent questionnaire and is intended to assist parents in learning strategies that will facilitate the child's generalization of skills to the home/community. Parent training can be provided through various forms: workshops, conferences, meetings, videotaping, resource library, observations in the classroom.

Occupational Therapy (OT)

Occupational Therapy is appropriate when a child is not able to participate in the educational curriculum at the expected level of ability, when modifications and accommodations have not been effective, and when the areas of concern are in the domain of OT practice. OT services support students with deficits in fine motor abilities. Services can be direct and indirect according to specifications in the student's IEP.

Orientation and Mobility (O&M)

Orientation and Mobility provides assistance to students with visual impairments in achieving maximum independence through safe, efficient travel within their environment and community.

Physical Therapy

Physical Therapy is appropriate when a child is not able to participate in the educational curriculum at the expected level of ability, when modifications and accommodations have not been effective, and when the areas of concern are in the domain of PT practice. PT services support students with deficits in gross motor abilities. Services can be direct and indirect according to specifications in the student's IEP.

Early Childhood Special Education (formerly PPCD)

The ECSE provides special education services to children ages 3-5 who have an Individual Education Plan (IEP). Services begin on the child's 3rd birthday. These services are provided at designated elementary campuses within the district and local Head Start centers. These services are provided through a continuum of service options that may include "drop-in" speech therapy, in-class support, or specialized instruction.

Regional Day School Program for the Deaf (RDSPD)

The Regional Day School Program for the Deaf provides services to students who are Deaf or Hard of Hearing and prepares them for their roles as independent, productive members of society. A wide range of service options are available to RDSPD students. These options may include itinerant services at the student's district home campus or RDSPD cluster site services at one of the three MISD campuses (Escandon Elementary, Brown Middle School, Memorial High School, STRIDES) that service RDSPD students. These services are provided by certified teachers of the Deaf and Hard of Hearing in collaboration with certified general education teachers. Audiological, interpreting and speech services are also available as related services.

Special Transportation

Special Transportation services are provided to students with a need for supervision on school transportation due to physical or safety concerns.

Speech-Language Services

Speech-Language service helps students improve their speech and/or language and assists them in becoming more successful in school by improving their listening and speaking skills. Services are provided at each MISD campus, Head Start, in some cases through homebound services and private schools located within MISD school zone.

Social Services

The Special Education department has social workers who assist in out-of-school referral cases, private school referrals, outreach for parents through Child Find activities, and support campus staff in parent communication.

Special Olympics

MISD Special Olympics offers sports training and competition in a variety of sports for persons with intellectual disabilities or closely related developmental disabilities beginning at age 8. Training and competition opportunities occur at the local, regional, and state levels for eligible athletes. MISD Special Olympics strongly emphasizes parental support and involvement in this extracurricular endeavor. Volunteer and service learning initiatives are also emphasized for secondary students and adults who are interested.

Summer School

For any summer school program that the school district is offering, special education students have the opportunity to participate if they meet the qualifying criteria that the district provides. The special education department will provide support for the students and staff to enable participation in programs.

Visual Services

Certified teachers of students with visual impairments provide instruction to meet the visual impairment needs which are the direct result of vision loss such as communication needs, social/emotional skills, daily living/independence skills, visual efficiency/optical devices, adaptive devices/technology, and career/technology planning.

Work-Based Learning and Vocational Adjustment Program

The Work Based Learning (WBL) and Vocational Adjustment Program (VAC) is designed to help students acquire a "specific set of skills" in order to reach the overall goal of obtaining employment. Students with disabilities have the opportunity to experience, perform, and develop meaningful vocational skills in a "real life" community environment. WBL is a program that is directly related to the preparation of the student for paid or unpaid employment. The program has four distinct phases taking students through a designed plan to develop his or her job, academic, social, and adaptive behavior skills to prepare the student for employment. Each phase also ensures that students have time to assess and explore their strengths, needs, interests, and preferences.

S.T.R.I.D.E.S.- Supported Transition and Road to Independence: Development and Employment for Students

S.T.R.I.D.E.S. provides employment experience and life skills to students who are credit complete at the high school. STRIDES offers opportunities for community experiences and post-secondary certifications to eligible students.

SPECIAL EDUCATION ITINERANT STAFF

Adapted Physical Education

Adapted Physical Education specialists identify students through an evaluation process that focuses on motor and perceptual motor patterns. The service model may include consultative services within general physical education to specialized physical education in small group settings with adapted physical education teachers.

Behavior Support Teacher

The Behavior Support teachers work to provide district support in behavior, training in de-escalation, timeout, and restraint.

Educational Diagnostician

A Diagnostician's primary role is to conduct psycho-educational assessments to support identification and IEP plans as part of initial and 3 year evaluations. The Diagnostician's assignments include supporting the special ed teacher with ARD implementation, archiving ARDs, providing Special Education Program Management software training, reporting PEIMS data, maintaining records for timelines, and communicating compliance with campus administrators.

Homebound Teacher

Homebound services provide instruction to eligible students who are at home or in a hospital setting. Students served through homebound have a medical condition or extended illness that prevents attendance in school for at least four weeks, as documented by a physician licensed to practice in the U.S. These services are determined by an ARD/IEP Committee decision. When services are provided in a private setting, such as a home, there must be an adult other than the student and the teacher present in the home.

Licensed Specialist in School Psychology (LSSP)

An LSSP's primary role is to conduct psycho-educational and psychological assessments to support identification and IEP plans as part of initial and 3 year re-evaluations. The LSSP's assignments include supporting the special ed teacher with ARD implementation, archiving ARDs, providing Special Education Program Management software training, maintaining records for timelines and communicating compliance with campus administrators.

Occupational Therapist

The Occupational Therapy team uses purposeful, goal directed activities to enable a student with a disability to benefit from special education services. Specifically, therapy is designed to assist in the development of skills that are prerequisites to academic learning within the educational setting. Depending on student needs, it may include improving gross and fine motor skills, coordination, adapting environments, organizing and using materials appropriately, and/or developing routines for dressing and feeding skills. Delivery of OT services in the educational setting is distinctly different from clinically based, medically necessitated treatment.

Eligibility for this support service is determined by formal assessment, requested by the ARD/IEP Committee or via the diagnostician as a part of the initial evaluation.

Orientation and Mobility Specialist A specialist in O&M provides support for students with Orientation and mobility training which helps a blind or visually impaired child know where he/she is in space and where he/she wants to go (orientation). It also helps the student be able to carry out a plan to get there

(mobility). Activities to support O&M can include: sensory awareness (gaining information about the world through hearing, smell, touch and proprioception), spatial concepts (realizing that objects exist even if not heard or felt), understanding the relationships which exist between objects in the environment, searching skills (locating items or places efficiently), independent movement (which includes crawling, rolling, walking, etc.), sighted guide: using another person to aid in travel, protective techniques: specific skills that provide added protection in unfamiliar areas, and cane skills (use of various cane techniques to clear one's path or to locate objects along the way).

Physical Therapist

The Physical Therapist plans and implements programs that will help students meet their educational goals and objectives and benefit from special education services including access to the general education curriculum. The therapist's focus is to facilitate the child's overall performance in the classroom, considering the student's developmental level and physical disability. Services are provided to enhance independent functioning and may include positioning, strengthening, modifications and adaptations to the environment. Although medical concerns are significant, rehabilitation is not the focus of school based physical therapy.

Eligibility for this special education support service is determined by assessment requested by the ARD/IEP Committee or via the diagnostician as a part of the initial evaluation.

Special Education Counselor

The Special Education Counselor is responsible for implementing IEP counseling services and conducting counseling evaluations for special education at the secondary level.

Speech Assistant

The Speech Assistant plans and implements activities related to speech and communication needs. The therapist works closely with the Speech and Language Pathologist (SLP) to identify goals and objectives in order to support language needs. The therapist also provides the SLP with observation information of student progress.

Speech and Language Pathologist

Certified Speech Language Pathologists evaluate and provide services to students who have been identified through the evaluation process as having a disability in speech and/or language. Services are provided in both general and special education settings.

Social Worker

The Social Worker supports student identification and services through Child Find activities, parent partnerships, facilitates community based supports, and/or campus staff supports in meeting student IEP services. In some cases, the social worker may also serve to support secondary campuses with counseling, evaluation of services and behavior supports.

Teacher of the Deaf or Hard of Hearing (TODHH)

Itinerant Teachers for the Deaf or Hard of Hearing provide services for RDSPD students who remain at their home district. These teachers travel to student's assigned schools or educational settings to provide consultative services and/or direct instruction. Programming adaptations and modifications are made available in the student's learning environment.

Audiologist Assistant

The Audiologist Assistant works under the supervision of a licensed audiologist to serve as contact person for all educational sites regarding day to day amplification, audiological requirement needs, inventory, and maintenance.

Audiology Clerk

Assists and supports the audiology department and RDSPD cluster site campuses with amplification equipment and in ensuring students can practice communication confidently and effectively across the curriculum.

Teacher for Visually Impaired

Itinerant VI Certified Teachers provide services for students with visual impairments. These teachers travel to the students' assigned schools or educational settings to provide consultative services and/or direct instruction. Programming adaptations and modifications are made available in the students' learning environment. Specific skills training, unique to the visual impairment, is assured, (e.g. Braille, large print, low vision aids, tactile and recorded materials, assistive technology, and daily living skills.)

Certified Orientation and Mobility Specialist

Evaluation information and recommendations from the Orientation and Mobility Specialist may be included in the IEP. Training in orientation and mobility may be provided if approved by the ARD/IEP committee. An Orientation and Mobility specialist helps the visually impaired acclimate to their physical environment. Training in O&M may be provided if a student qualifies for VI eligibility and is approved by the ARD/IEP committee.

Assistive Technology Team

The AT specialist team assesses student needs to determine if there are technology strategies or devices that can provide improved access to curriculum and school environment. The AT Team is led by and made up of the campus Educational Diagnosticians, Speech-Language Pathologists, Teachers for Visually Impaired and Occupational Therapists.

CONFIDENTIALITY AND STUDENT RECORDS

Confidentiality is the obligation not to disclose private information without permission.

What information is considered to be confidential?

Confidential information includes private or “personally identifiable information” such as the student’s name, name of the student’s family members, address, social security number, or any personal characteristics or other information that would make the student’s identity easily traceable. Particular attention should be paid to information regarding physical, mental, or emotional abuse; family problems; substance abuse; criminal behavior; sexual activity; or suicidal thoughts or acts.

The Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds. MISD is a district that receives federal funds so falls under FERPA guidance. Confidentiality is an ethical responsibility and resides with the student and parent(s). It is important to respect an individual’s right to control personal information and access. Always act in the best interest of the student when making decisions to share confidential information.

Teacher Tips for Confidentiality

Do not share confidential information in halls, staff rooms, or other public places where others may be present.

Do not leave student records visible or accessible to anyone.

Only authorized individuals have access to view student records.

When in doubt about the sharing of confidential information, consult with your campus administrator or Sp Ed Coordinator before making a decision.

When a concern for a student arises, you may send an email using the student’s full name but please refrain from making inappropriate comments or personal opinions. Keep it professional and to the point.

Refrain from communicating via text message when sharing student information.

Who has access to request student records?

Parent: A parent or guardian may request records for the student at any time. If the parent is requesting records reflecting ARD meetings, progress reports, etc. within the IEP year of the event, the campus Sp Ed Contact Teacher may supply the parent with copies. If the parent is requesting records that include multiple years or meetings and evaluations, the Sp Ed Contact Teacher shall advise the parent to request records with the Special Ed Office Records Clerk so all items can be prepared. Parents may pick up copies (at no cost) at the Special Ed Office.

School District: A school district that receives a student transfer has the right to request and receive records without signed parental consent. Records should be requested via TREX (if transferring in the state of Texas) or the Special Education Department.

Advocate/Attorney: The identified agency with WRITTEN PARENTAL CONSENT has the right to request and receive records. If you are contacted directly by any agency for records, please refer the agency or person to make their request with the Special Education Department (please advise your Sp Ed Coordinator of this request).

Other: If you are approached for records by anyone other than the ones identified above, please advise your Sp Ed Coordinator of the request for further guidance.

TEACHER RESPONSIBILITIES

The special education teacher's primary role is to provide instructional support for students with IEPs. In assisting with student success, and are also expected to collaborate with regular education teachers, itinerant staff, therapists, administrators, parents, and assessment personnel that are directly involved in the education of the identified student. The following are some of the responsibilities required as a Special Education Teacher; this is not an exhaustive list:

- Assigned caseload of students identified under Special Education.
- Provide instructional support for identified students.
- Organization and updating of the student folder.
- Submit completed ARD documentation within a reasonable time frame to the campus Diagnostician/LSSP. (Please seek further clarification from Diag/LSSP as to time frame)
- **Update *IEP Progress Reports* for all students with IEP goals at the end of each grading period and send a copy home to parents.**
- Provide teacher and/or staff members with a copy of the student's IEP / accommodation / modification page and/or BIP each time a revision to the document is made.
- Create and send Notice of ARD Meeting for parent/guardian at least 5 school days prior to ARD meeting.
- Provide related service personnel (e.g. speech therapist, VI teacher, Adaptive PE, OT and PT provider, etc.) with 10-day email notification of intent to hold ARD meeting and/or reevaluation.
- Complete all ARD paperwork and conduct all Annuals, Briefs, and Amendment ARD's.
- Conduct Transfer ARD for new students to MISD within 10 school days from enrollment date.
- Assist in providing accommodations and/or modifications (when applicable) for identified students. This **does not** mean that the special education teacher is responsible for modifying classroom assignments for students, but rather does so in collaboration with the regular ed teacher. The regular education teacher is the primary person responsible for instruction, as the teacher of record, and should be knowledgeable in the student's plan, and be providing accommodations and/or modifications routinely.
- Maintain data collection and/or work samples for each student that receives instruction based on short term objectives.
- Maintain SHARS billing information online for submission throughout the school year (any student with a Personal Care supplement).
- Complete COSF Entry/Exit information for students ages 3- 6.
- Transition assessments as appropriate
- Brigance testing for any student that is receiving instruction based on short-term objectives.

STARTING THE SCHOOL YEAR

Here are some helpful tips in getting started for the school year. Please take the time to review information as you will need to prepare for each student prior to the first day of school.

✓ Task	Who can assist?
Request Skyward roster of Sp Ed students from campus attendance clerk before the first day of school. Repeat this process at the end of each week for the first 4 weeks of the school year to ensure contact with any new student to your campus.	Campus Attendance Clerk
Review student folders and make sure items are complete. Be sure to review deliberations! If any sections or copies are missing from the folder, please make sure to print missing items Archived from DISTRICT ARD MANAGEMENT SOFTWARE or visit the Special Ed Office to make copies of items.	District ARD management software / Sp Ed Records Clerk
Notify the Diagnostician/LSSP of any discrepancies you may have discovered in student ARDs that may need to be revised with a new ARD meeting/IEP Amendment.	Diagnostician / LSSP
Make email contact with each related service provider as to the student roster for your campus (request they have access to your Google roster if they do not already have access).	Related Service Provider / Coordinator
Obtain a skyward schedule for each of your students so you can begin working on your service schedule.	Attendance Clerk
Identify all students needing special transportation and verify transportation supplements are correct. Make contact with transportation office to assure routes are ready for your students.	Diagnostician/LSSP
Prior to first day of school, meet with each general ed teacher for the student to discuss students schedule, accommodations, BIP, services, etc. Obtain a receipt of accommodations signed by each assigned teacher etc. Obtain a receipt of accommodations signed by each assigned teacher and/or counselor.	Diagnostician/LSSP
Begin a Parent Contact log for each student as this log will need to be maintained throughout the school year. Maintain regular communication.	Diagnostician / LSSP
First day of School!! Verify student attendance using Skyward Roster and Google Roster. Contact each student personally.	Campus Clerk/Classroom Teacher
Begin services for students the first week of the school year. Please have a printed copy of your schedule posted or easily accessible in your a printed copy of your schedule posted or easily accessible in your	Diagnostician/LSSP
By the end of the week, provide a list of students that were 'no shows' to your campus attendance clerk so they can verify enrollment at your campus or another campus. If enrollment can be verified at another campus within the district, please make contact immediately with the special ed teacher for that campus to inform him/her that you are in possession of the student's folder and they may pick up at their earliest convenience.	Attendance Clerk/ Diagnostician / LSSP
Update the Google Student Roster by the end of the first week of school then after each grading period for the remainder of the year.	Diagnostician / LSSP / Coordinator
Transfer students new to the district: please notify your campus Diagnostician/LSSP so that you may coordinate the request of records and conduct the transfer ARD meeting within 10 school days of enrollment.	Diagnostician / LSSP / Sp Ed Records Clerk
At the end of the grading period, update IEP goals/progress reports and send a copy home the same day report cards are sent.	Diagnostician/LSSP

ENDING THE SCHOOL YEAR

End of Year Procedures may have some changes year to year; therefore, each staff member will be provided with guidance and due dates around mid-Spring with a memo. Below you will find some tasks that will need to be completed annually. Please remember that every teacher is expected to follow checkout procedures and submit required information to their campus Diagnostician/LSSP. Campus principals are made aware of these requirements and failure to comply with expectations may impact staff evaluation / end of year checkout.

Task
<p>In-Class Support Logs & Resource Logs Logs will need to be completed and kept on campus. Elementary teachers will need to maintain information in their classrooms for 2 years. Secondary teachers will submit all logs to the Department Head.</p>
<p>Rosters per case manager All Annual ARDs for the school year need to be finalized/LOCKED. Please prepare a Success ED roster of your caseload for verification of completed ARDs.</p>
<p>Moving up Annual ARDs Any Annual ARD due on or before September of the next school year, will need to be conducted before the end of this school year to minimize ARDs at the start of the school year.</p>
<p>Special Transportation Teachers will prepare a list of any student expected to participate in special transportation next school year. Each list must be separated by campus of destination. Additionally, teachers will need to prepare a copy of the Transportation Supplement indicating the appropriately assigned next year campus destination for the student.</p>
<p>Student Summary Information Any student that will be moving onto another campus the following school year will need to have a summary form completed for them. 2 copies of this form must be made as 1 copy must be provided to the next year campus and the other copy must be submitted as part of checkout to your Diag/LSSP.</p>
<p>Folder Transfer Teachers with students moving onto another campus will need to transfer student folders before the year ends. Folders must be updated prior to transfer. For those students pending ARDs due to SSI requirements, these folders may be allowed to transfer however the sending campus will need to follow up with a parent and student folder copy of ARD information to the next year campus once any pending meetings are completed.</p>
<p>STAAR/STAAR Online SSI & Summer School list For 5th and 8th grade STAAR or STAAR Online testers only- Any student that failed one or more STAAR test during Spring or Summer administration will need to have a Brief ARD with an Accelerated Instructional Plan for implementation prior to next testing administration. Specific directions for SSI procedures may be found during the Spring released State Assessment Guide. A list of any student pending SSI meetings and/or attending summer school will need to be provided to next year's campus, so they are aware of pending items for each student.</p>
<p>SHARS Any Teacher billing for SHARS needs to update information on a regular basis and needs to be cleared with the department SHARS clerk.</p>
<p>COSF completion For Elementary Teachers, ECSE, and Head Start Teachers, all Child Outcome Summary Forms (COSF) EXITs must be completed. The campus Diag /LSSP will need to submit all forms and be cleared by the Special Education Coordinator.</p>

SELF CONTAINED

Students in the self-contained setting typically fit the following criteria:

- A **significant** cognitive (not behavioral) disability determined by the ARD Committee and based on formal evaluation. This cognitive disability must impact the student's intellectual potential and be documented as such in the student's IEP
- Require specialized support to access the grade level curriculum. These students need specialized academic instruction as well as support throughout the day in areas such as expressing their needs, getting from place to place, feeding, negotiating social situations, and / or taking care of personal needs, such as toileting
- Requires intensive, individualized instruction in a variety of instructional settings, and needs specialized academic instruction and techniques, over a period of time, to ensure that he or she can learn, retain information, and transfer skills to other settings
- Accesses and participates in grade-level modified TEKS through pre-requisite skills, mandated by the federal government, and these skills are linked to the grade level curriculum through essence statements
- For students who are enrolled in grade levels that participate in state assessments, these students are not expected to participate in their enrolled grade level STAAR, since the need for this alternate state assessment is provided in the documentation within the student's ARD forms in the PLAAFPS, accommodations, and goals and objectives (that modify the grade level TEKS).
- Although some students do present with challenging behaviors, this placement should never be considered for students who can otherwise have the intellectual capacity to participate in general education courses and do not require prerequisite based skills/modified instruction.

NOTE: Placement in a Self-Contained setting requires consensus of the ARD Committee. Furthermore, all ARD Committees considering SC placement must consider, address, and discuss a plan for inclusion with non-disabled peers to the maximum extent appropriate. The "Assurances", read by an administrator at the conclusion of each ARD guarantee the parent that the following are carefully considered:

- ✓ *The ARD committee assures that removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.*
- ✓ *The ARD committee ensures that each student with a disability participates in nonacademic and extracurricular services and activities, including meals, and recess periods, with nondisabled students to the maximum extent appropriate to the needs of the student.*
- ✓ *The ARD committee assures that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled.*

Classroom Expectations for Self-Contained Classrooms

- The school administrator and staff should establish high standards for each child, youth, and young adults in self-contained settings. We are, after all, held accountable for their progress toward their learning goals and outcomes on their IEPs.
- Each Self-Contained Unit, (SCU) should strive to keep students engaged in meaningful, purposeful learning activities in a structured, organized classroom. Visitors to these classrooms should see students busy at learning stations, supervised at all times, and participating in developmentally appropriate and engaging activities that support IEP goals.

- Students who require adaptive equipment must have specific documentation in the IEP to support the use of such equipment, (such as Rifton chairs, helmets, etc.)
- A **student portfolio** with student work samples should be maintained all year, and for each student, so that teachers can review for measuring IEP progress toward meeting annual goals, and be prepared to share information with parents.
- Teaching should include varied activities to sustain attention and promote learning. Activities should be age appropriate and of high interest
- Teacher monitoring of learning should include “floating” around the room to check on individual student work, guided activities, monitor attention and appropriate behavior, and promote a sense of purpose for students. This also serves to set the expectation for the year
- Paraprofessionals should support the teacher in monitoring behavior and providing appropriate feedback to students, and helping sustain engagement in learning activities
- A simple gesture of welcoming, including items such as a parent newsletter, a welcome letter, or a welcome card are encouraged at the start of every school year to introduce yourself as the student’s teacher, or to simply welcome the students back to school
- Maintaining communication with parents on issues, particularly on a regular basis-- and not only when you need to report an incident—fosters a healthy parent-teacher relationship and builds trust

“When our students fail, we, as teachers, too, have failed.”

~ Marva Collins

STUDENT DISCIPLINE

As per MISD Board Policy: All disciplinary actions regarding students with disabilities must be determined in accordance with 34 C.F.R. 300.101(a) and 300.530–300.536; Education Code Chapter 37, Subchapter A; and 19 Administrative Code 89.1053 (relating to Procedures for Use of Restraint and Time-Out). *19 TAC 89.1050(j)*

The placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal (ARD) committee. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations. *Education Code 37.004*

Within ten school days of any decision to change the placement of a student because of a violation of a code of student conduct, a district, parents, and relevant members of the ARD committee (as determined by the parent and the district) shall review all relevant information in the student’s file, including the student’s IEP, any teacher observations, and any relevant information provided by the parents.

Multiple Infractions Short Term Suspensions	Single Infraction Discretionary Placement	Single Infraction Mandatory Placement*
A student has accumulated multiple suspensions adding up to 10 days and is being recommended for more days of suspension. <div style="text-align: center;">↓</div>	A student has committed a single infraction and is being recommended for suspension of 11+ days. <div style="text-align: center;">↓</div>	A student committed an infraction that involved drugs, and/or weapons, and/or caused serious bodily injury and is being recommended for mandatory alternative placement. <div style="text-align: center;">↓</div>
<p>Manifestation Determination Review (MDR) meeting must be held Parent MUST be provided with 5 school day notice of ARD meeting (Please email the SPED AEP Removal Checklist and DDF forms to Leonel.Ramirez@mcallenisd.net with completed removal packet at least 5 days prior to MDR.)</p>		
ARD/MDR committee meeting will review infraction and decide together whether the conduct in question was: 1. Caused by, or had a direct and substantial relationship to, the student’s disability; OR 2. The direct result of the district’s failure to implement the IEP.		
If the ARD/MDR committee agrees with either of the above statements (i.e. YES to either 1 and/or 2) then suspension WILL NOT occur for this infraction. If the ARD/MDR committee agrees that the statements are not so (answering NO to both questions) then suspension MAY occur.		Single Infraction Mandatory Placement: School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student’s disability

***Please note that Mandatory Removals for special education students are only for Special circumstances, and these exist if the child:**

- 300.530(g)-Carries a **weapon** to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state educational agency (SEA) or the local educational agency (LEA):300.530(g)(1)The term dangerous weapon means a weapon, device, instrument, material, or

substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length;

2. 300.530(i)(4)- Knowingly possesses or uses illegal **drugs**, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the SEA or the LEA: Controlled substance means a drug or other substance identified under Schedules I, II, III, IV, or V; Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under the Controlled Substance Act or under any other provision of federal law; or
3. 300.530(i)(2) Has inflicted **serious bodily injury** upon another person while at school, on school premises, or at a school function under the jurisdiction of the SEA or the LEA: The term serious bodily injury means bodily injury which involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. 300.530(i)(3) (The Legal Framework for The Child-Centered Special Education Process, Region 18)

If special circumstances exist, the LEA may remove the child with a disability under the special circumstances provisions of Authority of School Personnel.

STUDENT DISCIPLINE QUESTIONS & ANSWERS

Question: How many days can a student accumulate in a single school year before having to conduct an MDR?

Answer: The campus has what is called “10 FAPE-free days” to work with. Before the student is to be suspended and accumulates the 11th day, there must be an MDR. *If you find a student in this situation, please make sure that the student has a BIP in place and that it has been reviewed to help support intervention before infractions escalate, and this is required if the reason for removals or length of time between removals creates a pattern of behavior.

Question: A Student is going to be suspended 45 school days under mandatory suspension for drugs. When he comes back to school, he commits a minor infraction resulting in a recommendation for 2 days of ISS. Do we have to have another MDR meeting?

Answer: Yes. The “10 FAPE-free days” do not renew themselves within the same school year, so since the student has already exceeded their 10 school days of suspension, EVERY time there is an infraction recommending suspension, there will need to be a new MDR meeting.

For example, if the first MDR was held Aug. 31 for drug possession so the student was at the alternative placement and returned Oct. 24. On Oct. 26th, he yelled at a teacher and was being recommended for 2 day ISS placement = MDR needs to be held. On Nov. 15th, the student skipped class and was recommended for 1 day of ISS = MDR needs to be held. On Dec. 10th, the student was caught destroying school property and was recommended for 2 days of OSS = MDR needs to be held.

Question: Can a teacher or administrator keep a student from attending PE or another class due to misbehaving in previous class?

Answer: No. A teacher or administrator may keep a student from attending another class due to behavior. However, if a student misses even a part of their regular / gen ed schedule, the day will count as a removal.

Question: If a student is misbehaving during the school day, can the teacher, counselor, or administrator call the parent to pick up the student?

Answer: Yes, BUT...It would be the decision of the campus administrator whether or not to recommend for the student to go home but the day must be counted as a suspension (documented in a student referral and coded for PEIMS). Watch for patterns with this, since sending the child home does not allow us to work with supporting and shaping behavior.

For specific information and confirmation of discipline procedures for students with disabilities, please see MISD School Board Policy: <https://pol.tasb.org/Policy/Code/637?filter=FOF>

Link to Discretionary Removal Forms:

https://drive.google.com/drive/folders/1NxQvc1DQm_Z1jarRsK6uA1hhfqHXsq7Y?usp=sharing

RESTRAINT GUIDELINES & PROCEDURES

"Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of the student's body. "Emergency" means a situation in which a student's behavior poses a threat of:

- Imminent, serious physical harm to self or others; or
- Imminent, serious property destruction

The following documentation requirements must be met if restraint is used by school employees, volunteers, independent contractors, security officers, and peace officers (employed or commissioned by the school district) on school property or a school sponsored/related event:

- **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(s) 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; and
- Written documentation regarding the use of restraint must be appropriately coded placed in the student's special education eligibility folder-**sent to Special Education Department within 3 days**- so the information is available to the admission, review and dismissal (ARD) committee when it considers the impact of the student's behavior on the student's learning and/or the creation or revision of a behavioral intervention plan (BIP).

Physical restraint does not include the use of:

- Physical contact or appropriately prescribed adaptive equipment to promote normative body positioning and/or physical functioning;
- Limited physical contact with a student to promote safety (e.g., holding a student's hand), prevent a potentially harmful action (e.g., running into the street), teach a skill, guide, or provide comfort;
- Limited physical contact or appropriately prescribed adaptive equipment to prevent a student from engaging in ongoing, repetitive self-injurious behaviors (as long as it is documented in the ARD /BIP); or
- Seat belts and other safety equipment used to secure students during transportation (as long as it is documented in the IEP)

Restraint documentation is available in the special education software program. ALL instances of restraint as defined above MUST be documented in the Sped software and submitted with signatures within 3 days to the special education office for audit folder and PEIMS reporting of cumulative district restraint data.

Efforts to minimize the use of restraint, in favor of more positive behavior supports, instructional intervention and increased structure will have a positive impact on student success and district data reporting. The repeated use of restraint for an individual child should trigger a campus review and, if appropriate, revision of strategies currently in place to address the behavior. Any person (if not previously trained) conducting a physical restraint as defined above must be trained within 30 days in the following:

- TBSI Online Positive Behavior Support Modules (one time training)
https://www.escweb.net/tx_esc_04/search.aspx?&SearchCriteria=behavior%20and%20special
- CPI - 1 day training

Campus crisis team members must complete the TBSI online modules (once) and be trained in CPI annually. Training certificates must be submitted to the campus Coordinator for Special Education.

REQUEST FOR CAMPUS BEHAVIOR SUPPORT SERVICES

Request for Behavior Support Services Form must be submitted with any information that will assist in studying the behavioral history of the student. Email and attach copies of the last four weeks of any behavior chart that has been used as well as a history of any rewards and/or consequences that have been given to the Special Education Coordinator assigned to your campus (how often has the student received rewards/consequences?).

Request must be made by Campus Counselor or Administrator

HOMEBOUND SERVICES

Special Education Homebound Eligibility Requirements:

- The Student is chronically ill, and is expected to be confined to his/her home for a minimum of four consecutive weeks except for visits to the doctor, or be confined to home or hospital bedside for any period of time totaling at least four weeks throughout the school year, due to the condition;
- The Student's medical condition and need for Homebound services is **documented/completed** by a physician licensed (**SE: Physician's Information**) to practice in the United States for the ARDC to consider.
- **Campus must secure a Homebound Teacher** (can be a Gen. Ed. teacher with a SPED Certification)
- The student is eligible for Special Education & Homebound services as determined by an ARD committee.

***NOTE:** Placement in Homebound requires consensus of the ARD Committee. Furthermore, all ARD Committees considering Homebound placement, (regardless of the reason for HB), must periodically address and discuss a plan for safe reintegration back to the home campus throughout the duration of the homebound placement.*

School nurse will assist in:

- Identifying and obtaining medical confirmation regarding the student's chronic health condition, serious illness, or injury. The school nurse may go on a home visit with special education staff or other assigned staff to determine student status and needed medical interventions or accommodations that should be subsequently documented in the student's ARD.
- The campus school nurse, or contact teacher, once notified of the possible need for HB services, will notify the campus Educational Diagnostician or LSSP regarding the student's possible need for Homebound Needs Evaluation – Referral.
- Upon the student's return to school, a staffing is recommended that involves the school nurse and Campus Contact Teacher / Special Ed teacher as well as other relevant members to review student's medical accommodations, schedule, and needed medical procedures, if applicable.
- Attending ARD Committee meetings when appropriate, to stay informed of any health or medical changes in student health status.

The Education Diagnostician or Licensed Specialist in School Psychology (LSSP) will:

- Ensure that Homebound placement is **the only** viable option for educating the student.
- Obtain CONSENT for DISCLOSURE OF CONFIDENTIAL INFORMATION from Parent and explain the reason for the request.
- FAX / Scan the HOMEBOUND NEEDS EVALUATION – REFERRAL (Found on District ARD management software, and Notice of Release / Consent to Release Confidential Information (signed by the parent) to the Special Education Office, Attention Jennifer Castellanos at 956- 632-3269 or scan and email.
- Once a doctor's recommendation has been obtained, the campus diagnostician will review the HB Needs Evaluation from Doctor for all eligibility criteria and will schedule the ARD Committee meeting to consider the Recommendations from Doctor on The Homebound Needs Evaluation. Please remember that this is only a recommendation.
- If the ARD committee recommends Homebound Services, the Diagnostician or LSSP will immediately email the Campus Coordinator and Coordinator for Homebound Services so that a Homebound teacher can be assigned.

The Assigned Homebound Teacher will:

- 'Reply to All' to acknowledge receipt of assigned student email and will communicate with the Contact Teacher at the campus.
- Call the parent to schedule an appointment to Review the Parent Homebound Agreement and schedule a class time for the student.
- Meet with campus contact teachers and core teachers to explain the process for grading, attendance, and assignments.
- Pick up and return assignments at the campus, assist the student with Google classroom, email, or other homework or Modules submittal platforms, and ensure delivery.
- Provide instruction in Core areas, (English, Math, Science, Social Studies), and Elective courses provided as independent study when appropriate—or if graduation is at stake for the student.
- Maintain & report attendance records to the appropriate campuses.
- Maintain records as required for HB documentation. (Activities, Progress Monitoring, etc.).
- Collaborate with Home Campus on student grades, meeting with teachers, as necessary.
- Collaborate with Home Campus on students returning to campus, hold Annual ARDs and Briefs for current HB students and submit ARDs to campus Diagnostician / LSSP for review and submittal.
- Once the HB period has ended, the HB teacher, working in collaboration with campus, requests a Doctor's release to return to school and scheduling an ARD meeting to address the change in Instructional Setting back to the home campus setting.
- Report to Coordinator any issues with services, and regularly keep Coordinator informed of any changes in the HB schedule if students return to campus.

The Home Campus Contact Teacher will:

- Monitor annual ARD timelines for HB students, schedule annual and brief ARDs in collaboration with Homebound Teacher.
- Assist the HB teacher with communication with General Education teachers to ensure assignments are submitted and returned, following IEP and accommodations as recommended in ARD.
- Provide an accessible area for assignments pick up and drop off for the Homebound Teacher.
- Maintain communication with parents, particularly if a student is expected to return to the campus.

Transition Services

Federal Law indicates that Transition services are defined as a" coordinated set of activities for a child with a disability...within a results--oriented process that is focused on improving the academic and functional

achievement of the child with a disability to facilitate the child's movement from school to post-school activities." (§300.43 Transition Services)

Currently [IDEA](#) requires transition services to be included, as part of the IEP as a child turns 16. **In Texas, this age is now 14.** Texas law and rules include additional requirements for the provision of transition services for students receiving special education services in Texas. State law requires that "appropriate state transition planning must begin for a student **not later** than when the student reaches 14 years of age" (*SB 1788, 06/17/2011*).

Transition is a process that happens throughout a child's school years that focuses on goals for the future. Transition Services must begin by the annual ARD **BEFORE your student turns 13** years of age. However, a Transition IEP can be drafted and implemented at any time **PRIOR to age 13** for any child with a disability.

Supported Transition & Road to Independence: Developed and Employment for Students

S.T.R.I.D.E.S is an 18+ Program that focuses on the transition areas of post-secondary education and training, independent living, and employment.

S.T.R.I.D.E.S. Pathways:

Workforce Ready Education / Training

- adult continuing education training and certification through STC

Community Bridging- Community Experiences / Employment

- focused on the acquisition of skills necessary to participate in on-the-job training and obtain part-time/full-time employment with/without supervision

Care Connections - Daily Living Skills / Related Services

- Offers daily living and vocational training to gain skills necessary for independence and participation in the community

STRIDES Eligibility Requirements:

- Students must have met the graduation requirements under the Foundation High School Program: 26 credits as well as met EOC state assessment requirements

- Current Annual IEP Goals that identify the emphasis on functional daily living skills and/or transition pathway
- Transition Supplement indicating appropriate transition to post-secondary education, training, and/or daily living skills/related Services/ adult services
- Graduation Supplement: Graduation Code 55
- Financial Aid Application Opt-Out Form
- STRIDES Referral Form - completed and submitted to Chris Iglesias (STRIDES LEAD TEACHER) by September 30th.
- STRIDES Application Form - completed and submitted to Chris Iglesias (STRIDES LEAD TEACHER) by March 6th.

STRIDES Referral Form

ARD ADMINISTRATOR EXPECTATIONS

- The administrator will serve as the LEA representative, and is the designated representative for the district.
- The administrator is able to commit campus resources and/or seek guidance for district resources.
- The ARD administrator should begin all ARDs with the statement of **Confidentiality and Conduct**.
- The administrator should support the reason for the meeting and keep everyone focused on the items to be discussed.
- While all ARD members in attendance are required to sign the ARD, only the parent and campus administrator are required to indicate agree or disagree.
- ARD committee staff members can serve as the LPAC representative as long as that individual has received LPAC training for the current school year. The administrator cannot serve as the LPAC representative.
- State Assessment Eligibility forms (i.e. STAAR Alt 2) must be explained and initiated by the administrator sitting at the ARD.
- The ARD administrator may serve as the ARD interpreter or must ensure that one is available for any ARD in which the parent is unable to communicate in English.
- The ARD administrator should ensure that every ARD member is prepared to review student information (e.g. special education teacher, general education teacher, evaluator, etc.).
- The ARD administrator must have a solid foundation of special education and should seek professional development to acquire and/or maintain knowledge of special education.
- The ARD administrator must maintain professionalism before, during, and after the ARD (Customer Service).
- **The ARD committee must arrive on time and remain for the entire duration of the ARD.**
- The ARD administrator should ensure implementation of any expectation documented in the ARD, including items addressed in the deliberations, and must ensure the decisions made at ARD are carried out with fidelity.
- During contentious ARDs, the ARD administrator will serve to redirect and refocus the attention of all ARD members and attempt to diffuse the situation. If needed, you may call for a short recess of 10-15 minutes in order to allow a cool off break which would give you time to make a phone call or two in case you need some support or have a question.
- In order to minimize time-consuming ARDs and opportunities where you may be caught off guard, train your special ed. teacher to staff with the committee days before an ARD that may have issues that will need to be addressed, giving you time to discuss and prepare.
- Have your special ed. teacher send a copy of the ARD in draft to the parent a few days before the meeting, allowing parents and teacher to communicate and make changes prior to ARD. This would really save time!
- It is perfectly acceptable to place a reasonable time limit in advance on ARD meetings.
- See “ARD ENDING IN DISAGREEMENT” Section for additional information.

HOW STAFF PREPARE FOR AN ARD MEETING

✓	TASK
	Create a caseload report by Annual and Evaluation dates to prepare for the calendar of ARDs.

	Coordinate ARD date using calendar invitation with Diagnostician/LSSP/Campus Admin/other required members and identify the type of ARD.
	Notify by email all related service providers at least 10 days or more prior to ARD date . Please advise them of the date the ARD is due.
	If a Coordinator needs to attend an ARD, you must send an email in advance explaining the purpose of the ARD and a coordinate date and time for a staffing prior to the meeting.
	Notify campus administrator of ARD meeting date in advance. *
	Complete PLAAFPS, IEPs, schedule of service page and all other items that are expected to be part of the ARD. DO NOT conduct an ARD without having prepared draft items. <u>A parent has the right to request a copy of the Draft ARD prior to ARD or at the ARD so you must be prepared.</u>
	Verify if the meeting will need to be conducted in English or Spanish so you may prepare ARD documents, Notices or Consents in appropriate language.
	Send out Notice of ARD meeting to parents a minimum of 5 school days prior to ARD meeting. In order to ensure compliance with annual timelines, please plan for the first invite to be sent home a minimum of 10 school days prior to the Annual ARD due date. Any meeting conducted past the Annual ARD timeline will be considered out of compliance and the Special Ed Director will be informed as missing timelines will impact campus PEIMS reporting.
	Teachers must complete progress reports concurrent with the issuance of report cards or as agreed upon on IEP.
	The day of the ARD meeting, please confirm that all required ARDC members will be present for the meeting. If the parent is a 'no show', please notify required members with a courtesy email. Set up a new meeting date, (with a 5 school day notice), and advise all required members of date change. ***
	Upon conducting the ARD meeting, address all areas using the <i>ARD Meeting Agenda</i> as a guide.
	Update any changes discussed at ARD. Related service personnel must be in attendance to address changes.
	The ARD documentation must be submitted to the Diagnostician/LSSP within 3 days of the ARD meeting.
	The campus Diagnostician/LSSP must submit the completed and ARCHIVED documents to the Special Ed Office within 5 days.

**** What if a parent verbally shares that they cannot attend the meeting and allows the committee to meet without them, can you proceed with the ARD meeting?**

NO. The parent must indicate their permission to have the meeting without them **IN WRITING on the Notice of ARD**. In addition, this must be documented in the deliberations of the ARD.

***** How many Notices of ARD are required before the ARDC can conduct the meeting without the parent?**

Two 5-day Notices of ARD are required before the ARDC can conduct a meeting without the parent. Each notice **MUST** represent a date having provided the parent with 5 school days of notification each time. All documented efforts to conduct the ARD meeting should be documented in the Deliberations, (dates of notification, letters sent home, phone calls, home visits, etc. in addition to the parent contact log), along with Notices of ARD that were sent.

STATEMENT OF CONFIDENTIALITY AND CONDUCT

Administrator will read statement before every ARD meeting:

All information concerning a student with disabilities is confidential and may not be discussed with anyone except those who have a legitimate educational interest in the student with disabilities. Consistent with school board policy, persons participating in the ARD meeting will refrain from making any personal attacks on parents, guardians, school staff, or students. All participants are expected to speak in a courteous manner in a conversational tone. These expectations must be followed in order to facilitate a safe, collaborative environment focused on the development of an appropriate educational plan for this student.

(Spanish)

Declaración de Confidencialidad y Conducta:

Toda la información acerca de un estudiante con discapacidades es confidencial y no se podrá dialogar con nadie al menos que tengan un interés educativo al respeto al estudiante con discapacidad. Consistente con la política de la mesa directiva del distrito escolar, las personas que participan en la junta deben abstenerse de hacer algún ataque personal a los padres, tutores, empleados del distrito, o estudiantes. Todos los participantes deben hablar con cortesía y de una manera tranquila. Estas expectativas tendrán que seguirse para poder facilitar un ambiente seguro y poder colaborar y enfocarnos en el desarrollo de un plan educativo apropiado para el estudiante.

ARD Meeting Agenda

✓	Introduction
	Statement of confidentiality and conduct: All information concerning a student with disabilities is confidential and may not be discussed with anyone except those who have a legitimate educational interest in the student with disabilities. Consistent with school board policy, persons participating in the ARD meeting will refrain from making any personal attacks on school staff, students or parents. All participants are expected to speak in a courteous manner and in a conversational tone. This expectation must be followed in order to facilitate a safe, collaborative environment focused on the development of appropriate educational plans for the student.
	Notice of ARD ___ Signed by Parent ___ Receipt of Procedural Safeguards
	Purpose of ARD Meeting
	Review Grades/Attendance/Progress Reports
	Encourage parent input/concerns for enhancing the education of the child
	Review of Assessment data/Determination of Eligibility
	Review of Previous Goals and objectives/ closed out IEP's
	Review present levels of academic achievement, behavior, functional and related services
	State/District required assessment results/considerations
	Transition Supplement (Beginning at age 13, age 11 or younger if AU)
	Graduation Supplement (Beginning in 8th grade)
	Behavior / Review BIP Supplement
	Language / Communication Needs / Physical Needs / Assistive Technology
	Present proposed IEPs
	Classroom Accommodations / Modifications to TEKS
	State / District Assessment Results & Projections (current assessment data)
	State assessment (STAAR) and STAAR Accommodations/ STAAR ALT forms
	Review Accelerated Instruction Plan (AIP)/Intensive Program of Instruction (IPI)
	TELPAS (applicable for all grades K-12)
	District assessments and accommodations
	Least Restrictive Environment - all applicable screens
	___ Schedule of Services ___ ESY ___ Current year schedule ___ Following year schedule
	Related Services / Other Services
	For Autism, ___ Autism Supplement ___ Parent Training Needs Assessment ___ In Home Training Needs Assessment
	Placement of services ___ Current/Next year campus ___ Current/Next year Instructional Setting
	Review of Supplements/Forms at ARD: Auditory Impairment __, VI Impairment __, Graduation __, PGP __, Autism __, Parent Training Needs __, In Home Training __, BIP __, ESY __, Transportation __, Personal Care __, Transfer of Rights __, Age of majority __, Transition __, Medicaid Notice __, Skilled Nursing Services __, Other _____
	Read deliberations
	Assurances <ol style="list-style-type: none"> 1. The IEP committee assures that the student is being educated with students his/her age who do not have disabilities to the maximum extent appropriate to his/her overall educational needs (including academic and developmental areas such as language and socialization). 2. The committee assures that all instruction and related services specified in the IEP will be provided to the student at no cost. Fees normally charged to students without disabilities or their parents as part of the general education program may be charged (i.e., art or laboratory fees).
	Committee Signatures / Prior Written Notice / 5-day Waiver

ADMISSION, REVIEW, AND DISMISSAL (ARD) COMMITTEE MEETING

ARD Committee Membership

The following participants are required ARD committee members and shall be present at all revision and Annual ARDs:

- Parent/Guardian
- Campus Administrator
- Regular Ed Teacher
- Special Ed Teacher
- LPAC representative for all Bilingual/ESL students
- Interpreter, if needed
- Assessment personnel when presenting or requesting formal evaluations or upon parent request
- AI and/or VI teachers are required to attend when holding ARD for students with AI or VI services
- **CTE representative is required when considering initial or continued placement in vocational education courses**

The following are not required members, but their attendance may be necessary:

- Counselor
- Occupational Therapist, Speech Therapist, and Physical Therapist
- Adapted PE Coach
- Coordinator, Director or Executive Director for Special Ed Department

Introductions

Participants in the ARD meeting introduce themselves and describe their role.

Note: It is important for parent to know that deliberations are taken at each ARD meeting. The purpose of the deliberations is to record important information that was not already documented in the ARD.

Determine who will be taking the deliberations as they will need to be read before the meeting concludes.

Statement of Confidentiality and Conduct

All information concerning a student with disabilities is confidential and may not be discussed with anyone except those who have a legitimate educational interest in the student with disabilities. Consistent with school board policy, persons participating in the ARD meeting will refrain from making any personal attacks on parents, guardians, school staff, or students. All participants are expected to speak in a courteous manner in a conversational tone. These expectations must be followed in order to facilitate a safe, collaborative environment focused on the development of an appropriate educational plan for the student.

Purpose of ARD/IEP Meeting

The purpose of the ARD meeting is stated at the beginning of the meeting and recorded on the document. The purpose may be for a variety of reasons, including an Annual ARD, a Review ARD, an ARD to discuss a new evaluation, etc.

Interpreter (if needed)

For Non-English speakers, an interpreter is provided by the school district so that the parents are informed of all discussions taking place at the ARD meeting and are fully able to participate. Special Ed

contact teachers should prepare in advance and communicate with parents if an interpreter will be needed.

Waiver

The law states that parents should be provided with 5-day written notice before an ARD meeting. If the parent agrees to a meeting in less than the 5-day timeframe, the parent must respond in writing requesting the meeting take place before the 5-day notice.

Areas addressed in ARD meeting

1	<p>Review of Existing Evaluation Data (REED) and Other Information This is a review of existing or new evaluation data that will impact IEP decisions. If the ARD Committee agrees, a Review of Existing Evaluation Data may be used to accept eligibility in place of new evaluation(s).</p>
2	<p>Determination of Eligibility A student must meet the federal definition of a disability and have an educational need for special education or related services. At every ARD meeting, the student’s eligibility is reviewed and/or determined for the record. At some meetings, updated evaluation information may have determined a new eligibility for a student or it may have removed an eligibility altogether. Also, despite having a “federally defined disability”, a student may not require special education or related services and therefore, eligibility may not be met.</p>
3	<p>Transition Planning For ALL children age 13 or older, transition services are a coordinated set of activities designated to help a child move from school to post-school activities. A Transition plan can be developed at an earlier age if the ARDC determines it is needed. ALL students must have a transition plan included in their IEP.</p>
4	<p>Review Present Levels of Academic Achievement and Functional Performance Statements (PLAAFPS) What is the student able to do now and how is that measured? Present levels, or competencies, are linked to the child’s IEP goals, and/or the curriculum, and MUST be updated annually. Present levels must include how the disability affects involvement and progress in the general curriculum. Areas that may be addressed in the present level discussion include: Physical / Behavior or Discipline / Health or Medical / Vocational / Academic / Language / Communication / Functional (for all students) / Assistive Technology</p>
5	<p>Individual Education Programs or Annual Goals In this portion of the meeting, the ARD/IEP committee reviews the previous goals and progress. New measurable IEP goals are developed based on what the committee agrees the child should learn in the next IEP year, and how progress will be measured. Annual goals should be designated to meet the child’s needs and enable them to make progress in the general curriculum. - Teacher should review previous IEPs and progress (linked to present levels) - Teachers must discuss proposed IEPs and finalize with ARDC - Discuss how progress will be measured and reported to the parents</p>
6	<p>ARD/IEP/ Supplements and Additional Considerations Behavior Intervention Plan (BIP) Graduation Consideration for Autism (AU) and Visual Impairment (VI) Communication needs and Deaf/Hard of Hearing needs Language (ELs) Assistive Technology</p>
7	<p>Modifications / Accommodations Any Accommodations must be documented and reviewed. Each teacher of record for the student should have input regardless if attending the ARD meeting. Teacher input forms are required to be sent out to all teachers prior to the ARD meeting.</p>

8	<p>State and District Assessments The ARD Committee will review which state or district tests are offered at the student’s grade level and determine which assessment the student will take. The committee will also decide which accommodations, if any, will be recommended. The campus admin will be required to review, fill out, and hand initial STAAR Alt 2 eligibility/assurances form.</p>
9	<p>Consideration of Extended School Year Services (ESY) For every student with a disability, the ARDC should consider and discuss at ARD whether there is a need for ESY. The need for ESY services is beyond the normal school year of the public agency, and is based on anticipated regression / recoupment of a specific goal that is in the current IEP, including academics and behavior.</p>
10	<p>Related Services The purpose for related services is to provide students with special needs additional support for needs that have been previously identified. Related services include, but are not limited to, occupational therapy, physical therapy, and orientation & mobility, and sessions are based on each specialized area of evaluation results. Parents should note that the related services provided by schools are for educational benefit and do not address the medical needs of a child. Direct and / or consult services can be provided, but should not be changed in ARD without the specific related service provider being present.</p>
11	<p>Transportation Specialized transportation needs will be addressed, if the student needs supervision or accommodations due to safety, communication, and/or other needs identified by the ARD Committee.</p>
12	<p>Determining Services to Be Provided The determination by the ARDC of what services to provide are based on a number of factors, including assessment data, present levels, and current IEPs. The committee has the responsibility of reviewing all data to develop appropriate supports and services for each student, and providing FAPE.</p> <ul style="list-style-type: none"> - In consideration of the Least Restrictive Environment (LRE), the ARDC must refer to supporting data to determine the most appropriate educational setting for the student. The general ed setting should always be considered primarily, whether it be full time or in conjunction with specialized supports. - Coordination between Regular and Special Education: When a student is receiving instruction in the general ed. setting, the general ed. teacher is the primary contact person for instruction and grades for that subject. A special ed. teacher or instructional assistant provides supplemental student support. It is imperative that collaborative communication between all teachers occurs in order to ensure support services and/or accommodations are meeting the current needs of the student. - Grading: Every student is expected to receive grades during the designated reporting dates identified by the school district. The teacher of record is responsible for reporting grades.
13	<p>Determining Placement</p> <ul style="list-style-type: none"> - Placement is determined using the Least Restrictive Environment provisions in IDEA. The ARDC must specify the appropriate instructional arrangements/setting based on the child’s individual needs and supports indicated in the IEP. - Students should be educated as much as possible on the same campus that they would attend if they did not have a disability. If they are being removed from the home campus, the reason should be addressed and documented in the ARD.
14	<p>Considering the Least Restrictive Environment (LRE) The LRE should always be considered first. The ARDC will discuss the services and supports that have been tried, considered, and provided previously and whether or not they were successful in order to come to agreement on the most appropriate placement for a student.</p>
15	<p>Effects of Removal from the General Ed. Classroom If a student is being removed from the general ed. classroom for any time during the day, the ARDC must state what effect, if any, it will have on the student. The ARDC will also discuss whether or not the student will be able to participate in extracurricular or non-academic activities.</p> <ul style="list-style-type: none"> - Consider opportunities to participate. The IDEA assures students with disabilities will be able to participate in the same activities as their non-disabled peers and may not be discriminated against based on their disability.

	- Consider potential “harmful effects”. Potential “harmful effects” must be discussed at the ARD/IEP meeting and typically include: a lack of opportunity for appropriate role models, stigmatization, isolation from peers, decreased self-esteem, decreased access to the instructional opportunities available in integrated settings, diminished access to full range of curriculum, lack of opportunity for social interaction and others. Harmful effects discussed must be documented in the ARD document.
16	Deliberations/Minutes Please take this time to have the assigned staff member review the deliberations taken during the ARD meeting. See WRITING DELIBERATIONS.
17	ARD Committee members sign in agreement or disagreement Make sure to ask parent periodically if the meeting decisions are clear to them or have any questions with regards to any of the areas addressed. All members in attendance will sign. The parent and administrator will indicate Agree or Disagree. If needed, please see ARD ENDING IN DISAGREEMENT Section.

WRITING DELIBERATIONS

When writing deliberations, information IS NOT intended to be a script of all conversations or a repeat of information that was part of the ARD and already has a designated place for documentation (e.g. schedule of service, testing decisions, eligibility). Deliberations should reflect efforts made to solicit meaningful parent participation, document parent concerns along with the district's response to those concerns and/or pertinent information regarding the academic, social, emotional, physical or health progress for the student. If the parent requested the ARD meeting to be conducted in their native language, the deliberations must be documented in English and translated into the parent's native language. **Furthermore, if the parent does not attend the meeting, indicated in writing (on Notice) to proceed without them, or if the parent attended and indicated agreement via telephone, this must be reflected in the deliberations.**

Deliberations must be reviewed prior to closure of ARD.

Items to consider documenting in deliberations:

- Student's attendance - as it relates to student progress or health concerns
- Campus/Admin concerns
- Parent concerns and campus response to concerns- including newly introduced health concerns, changes in family environment, and additional information shared by parent that may impact student progress
- Student progress in the general ed setting
- In rare instances, reference to early dismissal of ARDC member if parent agrees
- Parent requests for additional participants in ARD meeting (e.g. family member, friend, advocate, etc.). Please attach signed Consent for Disclosure of Confidential Information Form
- Documentation of attempts to notify the parent/adult student to schedule the ARD
- Information that might be pending and will need to be presented at a later ARD
- Request for Independent Evaluations, as applicable
- ESY discussion surrounding regression / recoupment
- Supplements reviewed
- Recommendations for summer school
- Change to schedule that requires adjustment to LRE and reason for change
- Changes in accommodations
- Parent statement for non-consensus ARD
- End deliberations with this statement: "Deliberations were reviewed with the ARD Committee"

Examples of ARD Deliberations- These statements are intended to be used as sample items and should be individualized for each student, not copied verbatim.

Deliberations for standard ARD meeting:

The purpose for the meeting was to conduct the Annual ARD. According to parent information, XXXX has been performing well in school, progressing on IEPs, and behavior at home and school is average. Parent shared that they have had good communication with his contact teacher this year and are well informed of XXXX's progress. According to teacher information, progress reports, and grade report,

XXXX is performing at grade level with accommodations. XXXX gets along well with classmates and often likes to be a class helper. His strengths appear to be in ___ and _____.

Parent participated via telephone / in person/ gave written permission to proceed with the meeting on Notice of ARD. Deliberations were reviewed with the ARDC.

Example Deliberations for ARD meeting where parent shares concerns for academics:

The purpose for the meeting was to conduct the Annual ARD. According to parent information, XXXX has been doing well completing homework in math but struggles with reading homework and often tends to spend more than an hour on any given reading assignment. According to teacher information, progress reports and grade reports, XXXX has been performing near grade level with accommodation support in Math, Science, and Social Studies but does struggle with reading comprehension. A revision to accommodations was recommended to address need for support in reading comprehension and reading homework assignments. Parent participated via telephone / in person/ gave written permission to proceed with the meeting on Notice of ARD. Deliberations were reviewed with the ARDC.

Example Deliberations when parent did not attend the ARD after TWO 5-day Notices: (Documented attempts)

The purpose for the meeting was to conduct the Annual ARD and present reevaluation. Parent was provided with a written Notice of ARD on ___ along with a phone call on ____. Parent did not respond or attend designated ARD date. A second Notice of ARD for ___ was sent home with the student and via U.S. mail / email / certified mail. Parent was phoned on ___ but did not answer the phone call and voicemail was not set up to leave a message. A home visit was made on ___ to leave an extra copy of the second Notice of ARD. No one appeared to be home. Parent did not respond to Second Notice of ARD or contact attempts, therefore the ARDC agreed to conduct the meeting without the parent.

Annual information and evaluations were presented and accepted by ARDC. Deliberations were read to ARDC. Parents will receive a copy of the ARD documents, including Prior Written Notice of services to be implemented.

Example Deliberations for Amendment ARD for student not meeting Standards on State Assessments

The purpose for the meeting was to conduct an ARD to address STAAR results and the need for an Accelerated Instructional Plan / Intensive Program of Instruction in the areas of _____. Parent participated via telephone / in person/ gave written permission to proceed with the meeting on Notice of ARD. Parent was unable to attend the meeting but was informed of recommendations over the phone on (date). XXXX did not meet passing standards in STAAR Reading or STAAR Math during the ___ administration. XXXX will be provided with instructional support 15 min (3 x per week) for the next 2 weeks as part of the accelerated instructional plan. XXXX will be administered the second administration for Reading and Math in ___. Deliberations were reviewed with the ARDC.

Example Deliberations for Manifestation Determination ARD meeting:

The purpose for the meeting was to conduct a Manifestation Determination. A review of the student's current suspensions was discussed as well as the current FBA results and a review of the BIP. XXXX received a referral on XX-XX-17 for drug possession. Campus hearing recommended a 45 school day suspension to DAEP. In review of the MDR, the ARDC determined that the infraction was not a result of a lack of implementation of the IEP, nor was the infraction directly related to the disability. A revision to the BIP was recommended to address changes to include additional positive behavior support strategies and interventions. Parent participated via telephone / in person/ gave written permission to proceed with the meeting on Notice of ARD. Deliberations were reviewed with the ARDC.

Example Deliberations for student with excessive absences:

The purpose for the meeting was to conduct an Annual ARD meeting. According to parent information, XXXX has had a few excused absences because of documented illness. According to teacher information, progress reports, grade reports, and attendance, XXXX has been struggling in Reading and Math. XXXX has also missed #_ school days of the current #__ days of instruction this school year. Campus nurses requested updated medical information from parents but new information has / has not been shared as absences have / have not required medical attention as per parent. Campus admin reviewed school attendance requirements and ARDC shared concern for attendance and how loss of instruction may be impacting student's academic progress. Parent was made aware that lack of school attendance may also impact grade level promotion. Parent participated via telephone / in person/ gave written permission to proceed with the meeting on Notice of ARD. Deliberations were reviewed with the ARDC.

ARD MEETING WITH AN ADVOCATE

✓	TASK
	<p>Notification to Campus and District Administration: As soon as you become aware that a parent will be inviting an advocate or legal representative to an upcoming ARD meeting, contact your Diagnostician/LSSP, Campus Administrator, and Sp Ed Coordinator as soon as possible so we can help provide guidance, support, and consultation. ARD Meetings with attorneys are best scheduled between attorneys for parent and school. If a parent brings an attorney to an ARD unannounced, the meeting should be rescheduled to allow our school attorney to attend. If an interpreter is needed, appoint one to interpret and also sign the ARD as interpreter, or be sure to formally request one through your Coordinator.</p>
	<p>Parent and Advocate Participation: If the parent is inviting someone else to attend the meeting as an advocate, the contact teacher, administrator or Diagnostician/LSSP should contact the parent in advance to discuss any concerns the parent may have in preparation for the ARD meeting. Please obtain a signature for Release of Confidential Information from parent / adult student prior to starting the ARD with an advocate.</p>
	<p>Parent Information/Concerns: Parent input is vital to include in the ARD. Points of concern are always important to note, no matter how insignificant they may seem, and should <i>always</i> be addressed.</p>
	<p>Scheduling the ARD date: If the ARD date has already been scheduled, Teachers should ensure all required ARDC members are aware of the date/time and all ARD items are prepared in advance. Teachers should ensure that the Diagnostician/LSSP, Campus Administrator, and Sp Ed Coordinator are notified of the ARD date as soon as possible. If the ARD date has not been scheduled yet, teachers must coordinate a date where the aforementioned staff will be available to attend.</p>
	<p>Preparing the Notice of ARD: All ARDC members must be specifically identified by <i>POSITION, not name</i> in the Notice of ARD meeting to the parent. If an advocate or attorney will be present, indicate that individual as “Attorney for parent” or “Parent Advocate” and “Attorney for McAllen ISD”, “Special Education Coordinator”, etc.</p>
	<p>Working on ARD documents Teachers must ensure that all key members of the ARDC have had input in PLAAFP, Goals and Accommodations. This is usually obtained via email or a simple form, so that feedback includes every core area and elective teacher that won't be able to attend the ARD. Parent input is also key.</p>
	<p>Sharing information before the ARD: Teachers should prepare a draft copy of the ARD to be sent home with the Notice of ARD. If the teacher received late notice that an advocate would be attending the ARD, they should discuss the situation with the team of teachers/ grade level teachers/ Administrator and/or Sp Ed Coordinator as soon as possible to see if a staffing can be scheduled.</p>
	<p>Staffing: Conducting a staffing with or without a campus Sped Coordinator can allow for campus ARDC members to review student information before the ARD and find ways to address parent concerns. Teachers must be prepared to share the DRAFT ARD with updated PLAAFPS, IEPs, schedule of service page and all other updated items that are expected to be part of the ARD.</p>
	<p>Maintaining Communication with parent: After the parent has had a chance to review the DRAFT ARD, the teacher should communicate with the parent and ask if she/he has any questions. If there are any concerns that can be taken care of prior to ARD, teachers should try to do so by working collaboratively with the parent. Depending on the circumstance, this might require additional staff to be involved (e.g. related service provider, Diag / LSSP campus admin, etc.)</p>
	<p>On the Day of the ARD meeting: Teacher must confirm that all ARDC members will be present and committee members attending are those identified in the Notice of ARD meeting that parent received. Administrator should be prepared to record the meeting should the parent choose to record. (See ARD Script)</p>
	<p>ARD Agenda: Administrator must follow the ARD agenda and teacher will obtain written parental consent for Advocate participation of ARD before the ARD begins. As each section of the ARD is discussed, the ARDC should confirm if there is agreement to that section as the meeting progresses. This also minimizes the length of a subsequent meeting should a disagreement occur. Administrator will identify/delegate who will be documenting the deliberations and should ask if anyone will be recording the meeting. Deliberations can be reviewed as points at the close of the ARD.</p>

	<p>Recess/Break: On occasion, there will be times when the ARD committee may need a brief 10-15 minute break. It is acceptable to set a reasonable time limit, (prior to the ARD starting), if the Admin anticipates that an unusually lengthy meeting will create a hardship on the campus.</p>
	<p>Ending in Disagreement: See ARD ENDING IN DISAGREEMENT</p>
	<p>Closing the ARD: The ARD documentation must be completed and submitted to the Diagnostician/LSSP within 3 days from the date of the ARD meeting or sooner if possible. A new notice of ARD must be created and sent home to the parent for a reconvene meeting, or if the ARD ends in disagreement. Parents are provided an opportunity to provide a statement of the basis of their disagreement for the record. If the parent declines, that should be documented in the deliberations.</p>
	<p>If Parent verbally agrees but does not sign 'Agreed' on the ARD: Teacher will indicate that parents have five days to review and return the signed documents, indicating their agreement or disagreement. The campus will assume that the parent is not willing to waive the five days to implement services. If parents do not return the signed document within the five days, disagreement is assumed. Further clarification can be obtained from your Coordinator and McAllen ISD legal counsel.</p>

ARD ENDING IN DISAGREEMENT

Some sample scenarios:

If Parent refuses to stay for the remainder of the ARD meeting and leaves the meeting:

- Invite the parent to stay and participate in the ARD process. Make them aware that even if they leave the meeting, the ARDC will need to continue the meeting until they conclude the development of the IEP for the student.

Parent is in disagreement with ARD recommendation(s)

- Attempt to clarify what portion of the ARD recommendation(s) the parent is in disagreement with and offer clarification to rule out any misunderstanding of discussion. If needed, take a 10 minute break to confer with campus admin, Diagnostician/LSSP or Sp Ed Coordinator for further guidance. If this is not an option at the moment, see direction below.

Parent is in disagreement with ARD recommendation(s) and ARDC cannot continue

- Provide parent with a copy of the Notice of Procedural Safeguards and obtain Receipt of Notice of Procedural Safeguards. Document in deliberations.
- Deliberations must be reviewed with ARDC.
- Request the signature of all ARDC members, including the parent (signature represents they were present for the meeting only).
- Offer to the parent the opportunity for them to mark AGREE or DISAGREE on the signature page.
- Document the area(s) of disagreement in the deliberations page, and offer the parent the opportunity to provide a statement as part of the deliberations outlining the basis for the disagreement.
- Offer to the ARDC a single option for a 10 school day recess or longer if mutually agreed by parent and campus administrator. The recess is meant to allow each party to consult with additional data or resources, as well as to allow reconsideration between both parties.
- Document the reconvene ARD date or if a date was not mutually agreed upon, document that was offered to parent but a specific date could not be reached at the time.
- Should the parent opt not to recess the ARD meeting, which is their right, explain that the LEA will implement the IEP as determined by the ARDC. This can be provided in the Prior Written Notice Section of the ARD, and indicates the action that the ARD will be implementing.
- Regardless of whether a 10 day recess is needed, please notify your Diagnostician/LSSP and Sp Ed Coordinator by email about the ARD meeting so further guidance can be obtained.

For Teachers and Evaluation Staff: Any ARD ending in disagreement needs to be closed and finalized, then submitted to the Special Ed office. The ARD should not be left open as a Disagreement ARD, waiting to reopen until the ARD reconvenes. Another ARD with a new Notice of ARD reflecting the mutually agreed-upon date and time will need to be created.

Guidance for the Model Individualized Education Program (IEP) Checklist

Based on T.E.A. Audit findings from the 2021 cyclical reviews, McAllen ISD is required to revise our current Operational Guidelines and procedures that affect how our Special Education staff develop individualized education plans to include all the required components of a well-grounded and compliant IEP.

McAllen ISD staff will adhere to the **IEP Development checklist** for teachers to use as a guide when developing IEPs in collaboration with all IEP team members. The IEP Development Checklist includes the Federal and State requirements for the components of the IEP from the Legal Framework, and are listed below:

The admission, review, and dismissal (ARD) committee must include in the child's individualized education program (IEP) a statement of measurable annual academic and functional goals designed to:

- *Meet the child's needs that result from the child's disability to enable the child to be involved in and to make progress in the general education curriculum; and*
- *Meet each of the child's other educational needs that result from the child's disability.*

For the child who takes an alternate state assessment aligned to alternate achievement standards, the ARD committee must include in the child's IEP a description of benchmarks or short-term objectives.

The ARD committee must include in the child's IEP a description of:

- *How the child's progress toward meeting the annual goals will be measured; and*
- *When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.*

Citations: Authorities: 34 C.F.R. Part 300, 300.320(a)(2)(i), 300.320(a)(2)(i)(A), 300.320(a)(2)(i)(B), 300.320(a)(2)(ii), 300.320(a)(3), 300.320(a)(3)(i), 300.320(a)(3)(ii)

RESOURCES

Texas Education Agency: <http://tea.texas.gov/>

The Texas Education Agency is the state agency that oversees primary and secondary public education.

The work of TEA and the entire public school system is driven by laws created by the Texas Legislature and the U.S. Congress and administrative rules adopted by the commissioner of education, the State Board of Education, and the State Board for Educator Certification.

How is this site relevant to special education? This site provides access to most current state guidelines for state testing such as STAAR and STAAR Alt, accommodation resources, testing accountability, LEP guidelines, PEIMS data reporting, TEKS and many other resources.

Legal Framework: <https://framework.esc18.net/display/Webforms/LandingPage.aspx>

The Legal Framework is a statewide leadership project partnering with the Texas Education Agency and Region 18 Education Service Center. The project which includes contacts from each educational service center is a compilation of state and federal requirements for special education organized by topic in a user-friendly format.

This site includes frameworks, publications, and resources helpful in the special education process. There is a glossary of terms and acronyms, links to laws, rules and guidance; and a search feature.

How is this site relevant to special education? This site provides the legal framework in which govern decisions that are made by the ARDC.

Region One Education Service Center: <http://www.esc1.net/>

Region One is the local education center that serves educators, students, and parents by providing professional development, customized technical assistance, innovative products, and excellent services to improve student outcomes, enable districts to operate efficiently and economically, and implement state initiatives.

How is this site relevant to special education? This site provides information with regards to staff development available throughout the calendar year for staff and parents.

McAllen ISD School Board Policy: <http://pol.tasb.org/Home/Index/637>

Local school board policy provides governing policies for staff and students. Student code of conduct and employee handbook are created from local policy procedures.

How is this site relevant to special education? MISD local policy is updated and aligned to the Legal Framework when it comes to special education policies.

Texas Project First: <http://texasprojectfirst.org/>

Texas Project First is a project of Family to Family Network and an activity of the Texas Continuing Improvement Process under the auspices of the Texas Education Agency and Region 9 Service Center and is focused helping to fulfill the goals of TEA and the Parent Coordination Network.

How is this site relevant to special education? This site provides information with regards to the ARD process, identification, resources and more for parents. It is also a helpful research tool for special education staff to become aware of additional resources available for students and parents.

Individuals with Disabilities Education Act Manual: <https://www.thearcoftexas.org/idea-manual/>

The ARC of Texas provides parents with requirements of IDEA and Texas Law.



RDSPD

Reach★Succeed★Dream

PLAYBOOK 2023-2024

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An overview of the Mcallen ISD RDSPD

The Regional Day School Program for the Deaf (RDSPD) is coordinated through the McAllen Independent School District, McAllen, Texas.

We provide educational services for deaf and hard of hearing students from McAllen ISD and nearby districts through Shared Service Arrangement (SSA).

Our RDSPD Program Serves Students from birth to 21 years of age with a hearing loss that significantly impacts the development of language and/or performance in school.

Currently in the state of Texas, there are 55 Regional Day School Programs for the Deaf (RDSPDs). These programs were established according to Texas Administrative Code (TAC) §89.1080:

In accordance with the Texas Education Code (TEC) §§30.081– 30.087 , local school districts shall have access to regional day school programs for the deaf operated by school districts at sites previously established by the State Board of Education (SBOE). Any student who has a hearing impairment which severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance shall be eligible for consideration for the Regional Day School Program for the Deaf, subject to the admission, review, and dismissal (ARD) committee recommendations.

Our Mission

It is our mission to educate, nurture, support, and advocate for every Deaf and hard of hearing student to ensure that they achieve their highest potential.

Member and Nonmember Districts and Charter Schools

1. Donna
2. Edcouch-Elsa
3. Edinburg

4. Hidalgo
5. IDEA
6. Excellence and Leadership
7. La Joya
8. La Villa
9. McAllen
10. Mercedes
11. Mission
12. Monte Alto
13. Pharr-San Juan-Alamo
14. Premier

15. Progreso
16. Rio Grande City Grulla
17. Roma
18. San Isidro
19. Santa Maria
20. Sharyland
21. South Texas ISD
22. Triumph
23. Valley View
24. Vanguard
25. Weslaco

McAllen ISD Cluster Sites



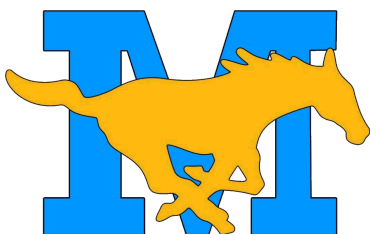
Jose de Escandon Elementary

2901 Colbath Avenue
McAllen, Texas 78503
956-971-4511



**Dorothea W. Brown Middle
School**

2700 S. Ware Rd.
McAllen, Texas 78503
956-632-8700



**McAllen Memorial High
School**

101 E. Hackberry Ave.
McAllen, TX 78501
956-632-5201



S.T.R.I.D.E.S.
1601 N. 27th Street
McAllen, Texas 78501
956-971-4200

Communication Philosophy

The McAllen ISD Regional Day School Program for the Deaf believes that total communication is best for all of our students. Our RDSPD communication philosophy follows Texas Education Code (TEC) Sec. 29.303 which says “ Students who are deaf or hard of hearing must have an education in which their unique communication mode is respected, used, and developed to an appropriate level of proficiency.” McAllen ISD RDSPD understands and respects that Deaf and hard of hearing students come from diverse backgrounds, experiences, and communication needs. As a result of this we provide students a choice when it comes to language such as, but not limited to listening and spoken language, manual-visual languages and systems. Students may also acquire and utilize skills related to speech reading and the use of assistive technology. Itinerant students will be provided with services specific to being Deaf or hard of hearing based on individual needs.

McAllen ISD’s RDSPD knows that early intervention is the key to successful Deaf and hard of hearing students. Our Parent Advisors work closely with Early Childhood Intervention (ECI) to provide support to parents of Deaf and hard of hearing children younger than 3 years of age. Parents are provided with communication options, through an unbiased approach in order for the parent to decide what is best for their child and family. Following our referral process, children are then set up on the path that best fits their individual needs as soon as they turn 3 years of age.

Eligibility for Deaf and Hard of Hearing

LEGAL REQUIREMENTS

Federal Regulations §300.8 Child with a Disability (a) General	Commissioner's/ SBOE Rules §89.1040 Eligibility Criteria (c) Eligibility definitions	State Laws	
		§30.083 Statewide Plan	§29.310 Assessment
<p>(3) <i>Deafness</i> means a hearing impairment that is so severe that a child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.</p> <p>(5) <i>Hearing impairment</i> means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.</p>	<p>(3) <i>Auditory impairment</i>. A student with an auditory impairment is one who has been determined to meet the criteria for deafness as stated in 34 CFR, §300.8(c)(3), or for hearing impairment as stated in 34 CFR, §300.8(c)(5).</p> <p>The evaluation data reviewed by the multidisciplinary team in connection with the determination of a student's eligibility based on an auditory impairment must include an otological examination performed by an otolaryngologist or by a licensed medical doctor, with documentation that an otolaryngologist is not reasonably available, and an audiological evaluation performed by a licensed audiologist. The evaluation data shall include a description of the implications of the hearing loss for the student's hearing in a variety of circumstances with or without recommended amplification.</p>	<p>(a) The director of services shall develop and administer a comprehensive statewide plan for educational services for students who are deaf or hard of hearing, including continuing diagnosis and evaluation, counseling, and teaching. The plan shall be designed to accomplish the following objectives:</p> <p>(6) Recognizing the need for development of language and communication abilities in students who are deaf or hard of hearing, but also calling for the use of methods of communication that will meet the needs of each individual student, with each student assessed thoroughly so as to ascertain the student's potential for communications through a variety of means, including through oral or aural means, fingerspelling, or sign language.</p>	<p>(c) The procedures and materials for the assessment and placement of a student who is deaf or hard of hearing shall be in the student's preferred mode of communication. All other procedures and materials used with any student who is deaf or hard of hearing and who has limited English proficiency shall be in the student's preferred mode of communication.</p>

***The following procedures are established for all member districts in the Shared Services Arrangement.**

DHH Eligibility

To qualify as a Deaf or hard of hearing student, formal and informal assessment of communication, linguistic, sociological, academic, cognitive, psychological, physical, and any other areas pertinent to the child must be included. Multiple sources of data should be considered in order to determine if the student's hearing loss is adversely affecting his or her educational performance.

The following 5 areas must be addressed and included as part of the Full Initial and Individual Evaluation and further reevaluations for consideration as a Deaf or hard of hearing student:

Reports completed by a licensed audiologist, otolaryngologist or licensed medical doctor:

- 1. Otological Examination**
- 2. Audiological Evaluation**

Report completed by referring district

- 3. Communication Assessment/Hearing Loss**

Reports/data to be gathered by referring district and RDSPD personnel

- 4. Academic evaluations**

- Academic performance should be assessed through formal and informal measures.

Academic evaluations:

- Review of benchmark scores
- Report card grades
- Progress monitoring assessments
- SIFTER Results, and/or
- PARC General Education Inclusion Readiness Checklist

- 5. Compensatory skills**

The development of compensatory skills is required for students who are deaf or hard of hearing to experience full access to the general education curriculum

The RDSPD utilizes The Expanded Core Curriculum for Students who are Deaf or Hard of Hearing created by the Iowa Department of Education Bureau of Student Family Support Services which focuses on the unique skills needed for DHH students to access the general education curriculum.

There are eight content areas:

Audiology

Career Education

Communication

Family Education

Functional Skills for Educational Success

Self-Determination and Advocacy

Social-Emotional Skills

Technology

To qualify as a student with a **Deaf-Blindness Impairment**, the same disability reports must be included as well as the following:

- Visual Impairment Eligibility Reports

A determination is made only after a staffing (which includes a multidisciplinary team) is held to review the (formal and informal) evaluation data that has been collected. Using the data collected the team will determine if the hearing loss adversely affects the child's education to the extent that specially designed instruction is required for the student to receive a Free Appropriate Public Education. The data collected will also drive the team's decision regarding the level of services being recommended.

**The multidisciplinary team shall complete the Region 4 RDSPD Student Levels of Support Rubric (pilot)

Multidisciplinary/ IEP teams should always consider the following when determining best services for students:

- language and communication needs
- opportunities for direct communication with peers and professionals in the same language and communication mode
- academic levels
- full range of needs
- opportunities for direct instruction in the child's language and communication mode
- need for assistive technology devices and services

Procedures for Referrals, Transfers, and Services

Initial Referrals, 0 to 3 Years of Age

Listed below are the procedures for an initial referral of a child between the ages of zero (birth) to three and identified with a hearing loss.

- ECI will submit referrals to the RDSPD office for assignment of Parent / Infant Advisor. ECI will be the case manager for the child.
- Documentation from an Otologist and Audiologist will be reviewed by the Parent / Infant Advisor and RDSPD Administrator for confirmation of the hearing loss.
- Parent / Infant advisor visits the home for an intake meeting to gather information for the communication assessment.
- ECI will coordinate the scheduling of the IFSP meeting at a time that is mutually agreeable to all parties involved. The Parent / Infant Advisor must attend all IFSP meetings.
- The Parent / Infant Advisor will assist the IFSP committee in developing goals and establishing a schedule of AI services to be provided through the RDSPD, if the child is eligible.
- ECI holds the IFSP meeting at the infant's home.
- Progress notes will be submitted monthly to ECI.

Transition to school based services

- ECI, home district representative, and parents will meet to initiate the assessment process.
- Follow Initial Referral procedures (see below).

Initial Referrals, Children 3 to 21

For students who have been diagnosed by a medical professional with a hearing loss, and are between the ages of three to twenty-one, an initial referral for DHH Services from MISD RDSPD, may be made as follows:

- The initial referral for DHH and services must be done through the school district in which the student resides, using that district's paperwork and procedures for referral.
- The home district should contact the MISD RDSPD Program to facilitate services. RDSPD will begin tracking the referral. Referrals should not be sent to RDSPD through itinerant teachers.
- A current FIE completed by the home district personnel will be submitted. Evaluation staff will be available for support and assistance in interpreting information in the reports.
- The student must meet federal and state eligibility for DHH(see page 8.)
- An ARD meeting will be held in the home district, with participation by a certified DHH representative from the RDSPD (A DHH representative must be a member of the ARD meeting that determines eligibility and services). The paperwork and procedures followed will be those of the home district supplemented by RDSPD Representative.
- If the student meets eligibility criteria as DHH, the RDSPD teacher will assist the ARD committee in selecting the appropriate modifications, accommodations, and goals/objectives to support the needs of the student.
- If the student meets eligibility criteria as DHHI, they may be eligible for itinerant services in the home district or placement in the RDSPD cluster site at MISD.
- Itinerant services offered include representation at ARD meetings, consultation, or direct services which are a minimum of 45 minutes weekly in the home district.
- A continuum of services is offered at the RDSPD cluster site in MISD (see page 5).
- The level of services provided for a DHH student is determined by the student's Present Levels of Academic Achievement and Functional Performance and where those needs can best be met in the Least Restrictive Environment.

Transfer students:

The procedures for a Deaf and hard of hearing students who move into a member district from another cluster site are as follows:

- Parents will register the student at the home district.
- The home district will contact the previous RDSPD to verify placement and services.
- The home district will schedule a Transfer ARD meeting and invite an RDSPD representative.
- Services from the previous RDSPD will be honored until the 30 school day Permanent Placement ARD.
- RDSPD will be responsible for conducting the Permanent Placement ARD for students serviced at the cluster site.
- Home district will be responsible for conducting the Permanent Placement ARD for itinerant students. A DHH teacher must be invited and present at all ARDS for itinerant students.
- Appropriate placement will be initiated at the cluster site as soon as transportation can be arranged with the home district.
- Home district will provide RDSPD with current FIE and IEPs from the prior district.

ARD Meetings

The home district will be invited to all ARD meetings held at the RDSPD cluster sites.

- For special cases where placement or disciplinary issues will be discussed, the home district will be asked to send a supervisor to the ARD.
- RDSPD will provide a 5-day notice for all cluster site ARD meetings
- Home districts are asked to give Itinerant teachers at least a 5-day notice of upcoming ARD meetings.
- RDSPD itinerant teachers must attend all ARDs for DHH students in their home district.
- RDSPD Assessment Personnel will attend the Initial Placement ARD when cluster site services are
- recommended.

Related Services:

For students eligible for related services and to attend the RDSPD cluster sites:

- Transportation will be provided by the home district to and from the cluster site.
- Assessments requiring related services must be included in the FIE.

For students who need **interpreter services** as a related service, based on the home district's FIE, the RDSPD Evaluation Personnel will provide the following at the ARD meeting:

- Related Services Eligibility Report -Sign Language Interpreter

The following supplements will be provided by RDSPD representatives for **all DHH students**:

- DHH Supplement
- RDSPD Supplement (only required for cluster site students)

Continuum of Services and Supports

Services include the following:

- Itinerant
 - Direct
 - Consult
- Cluster Site
- Total Communication Track
- Oral Track
- Self-contained
- Inclusion
- Co-Teaching
- Mainstream
- Deaf+ class
- STRIDES

Determining services

* Multiple sources of data including formal and informal assessments should be considered when determining the level of services. The same 5 areas listed for DHH eligibility should be considered:

1. **Otological Examination**
2. **Audiological Evaluation**
3. **Communication Assessment/DHH**
4. **Academic evaluations**
5. **Compensatory skills**

When considering a **change in level of services**, the above mentioned data should be gathered, presented and reviewed at a staffing, by a multidisciplinary team **(which must include an RDSPD administrator)** prior to presenting a recommendation to an ARD committee.

Additional Services and Activities

All students should be afforded the opportunity to participate with their school peers in activities outside the scope of the IEP, under the following guidelines:

The home district will provide transportation between the student's residence and the RDSPD cluster site. In addition, the home district will provide transportation when tutorials, extracurricular activities (including athletics) and summer school are required for participating students.

Graduation

Students attending the RDSPD program at MISD will graduate upon completion of IEPs and graduation requirements.

Deaf+ Class

Criteria for placement of Students in the McAllen ISD RDSPD Deaf+ Class

The Deaf+ Class at the McAllen ISD RDSPD is designed to promote communication, academic, functional and life skills for students who are RDSPD eligible and who have additional learning and/or adaptive behavior needs. Placement in this classroom will be determined on a case by case basis. This classroom is a very restrictive environment, however, students participate in inclusion opportunities per their IEP.

Students for whom the Deaf + class may be appropriate are students who(se):

1. Are eligible for RDSPD (TAC §89.1080. Regional Day School Program for the Deaf. In accordance with the Texas Education Code (TEC), §§30.081-30.087, local school districts shall have access to regional day school programs for the deaf operated by school districts at sites previously established by the State Board of Education (SBOE). Any student who has a hearing impairment which severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance shall be eligible for consideration for the Regional Day School Program for the Deaf, subject to the admission, review, and dismissal (ARD) committee recommendations.)
2. Are not able to make academic progress through auditory means, their primary mode of communication is sign language, and behavior does not impede student learning.
3. Have cognitive and language ability to access instruction from a Teacher of the Deaf
4. Have significant delays in the following areas requiring a more intensive RDSPD:
 - Has a Cognitive disability based on most recent FIE
 - Requires extensive specialized support to access grade level curriculum
 - Requires intensive individualized instruction in all instructional settings
 - Requires prerequisite skills in order to access and participate in grade level TEKS

The following completed documentation must be submitted to the RDSPD for consideration into the Deaf+ Class:

- Current FIE (must include the following Assessments)
- Audiological
- Otological
- Communication
- Adaptive behavior Scale/ Functional Skills Assessment
- Any other Assessments relevant to the student's needs

Referring a Student to the Deaf + Class

Placement in the Deaf+ class is not a prescription – it is an ARDC recommendation and decision. The presence of a hearing loss does not automatically lead to placement in the RDSPD as the LRE. Likewise, additional learning needs do not automatically lead to placement in a Deaf+ class. The ARD Committee must first determine if the student’s hearing loss qualifies them for direct instruction from a teacher of the deaf, or if they need only consultative services from a teacher of the deaf.

If the student is eligible for placement at the RDSPD cluster site and meets the criteria for the Deaf+ class, the ARDC and the RDSPD will determine if placement in the Deaf+ class is the LRE for the student.

As with all IEP components, the decision would be data driven and would constantly be monitored for progress. Whenever possible, the student’s schedule will include opportunities to participate in the general education setting.

Additional Assessments which can and should be used to help drive decisions:

Informal

- Student Portfolios
- Language samples
- Teacher observations
- Benchmarks

Formal

- STAAR
- EOC
- VCSL-sign
- Brigance
- Circles
- TPRI
- eCASLLS
- CELF-5 (speech?)
- OWLS-II (speech?)
- VCSL
- TACL-4th ed (Speech?)
- CELF-5
- OWLS-II
- TAPS-4(Speech?)
- Literacy Curriculum Progress Monitoring
- LLI/BAS
- SPICE
- HELP for memory
- Listening 100%
- PARC checklist

McAllen RDSPD Itinerant Staff

Itinerant Teachers are deaf ed certified. These teachers provide services for students who are deaf/hard-of-hearing in their home district. These teachers travel to a student's educational setting to provide service on a direct or consult basis. Programming adaptations and modifications are made available in the student's learning environment.

Parent-Infant Advisor is a deaf ed certified teacher who has received specialized training in working with families and their child who is deaf/hard-of-hearing between the ages of 0 to 3. These teachers travel to home settings to provide service on a direct or consult basis. The Parent-Infant Advisor attends IFSP meetings and with the family develops Child Family Outcomes that will help the family foster communication and language and guide the family through the educational process.

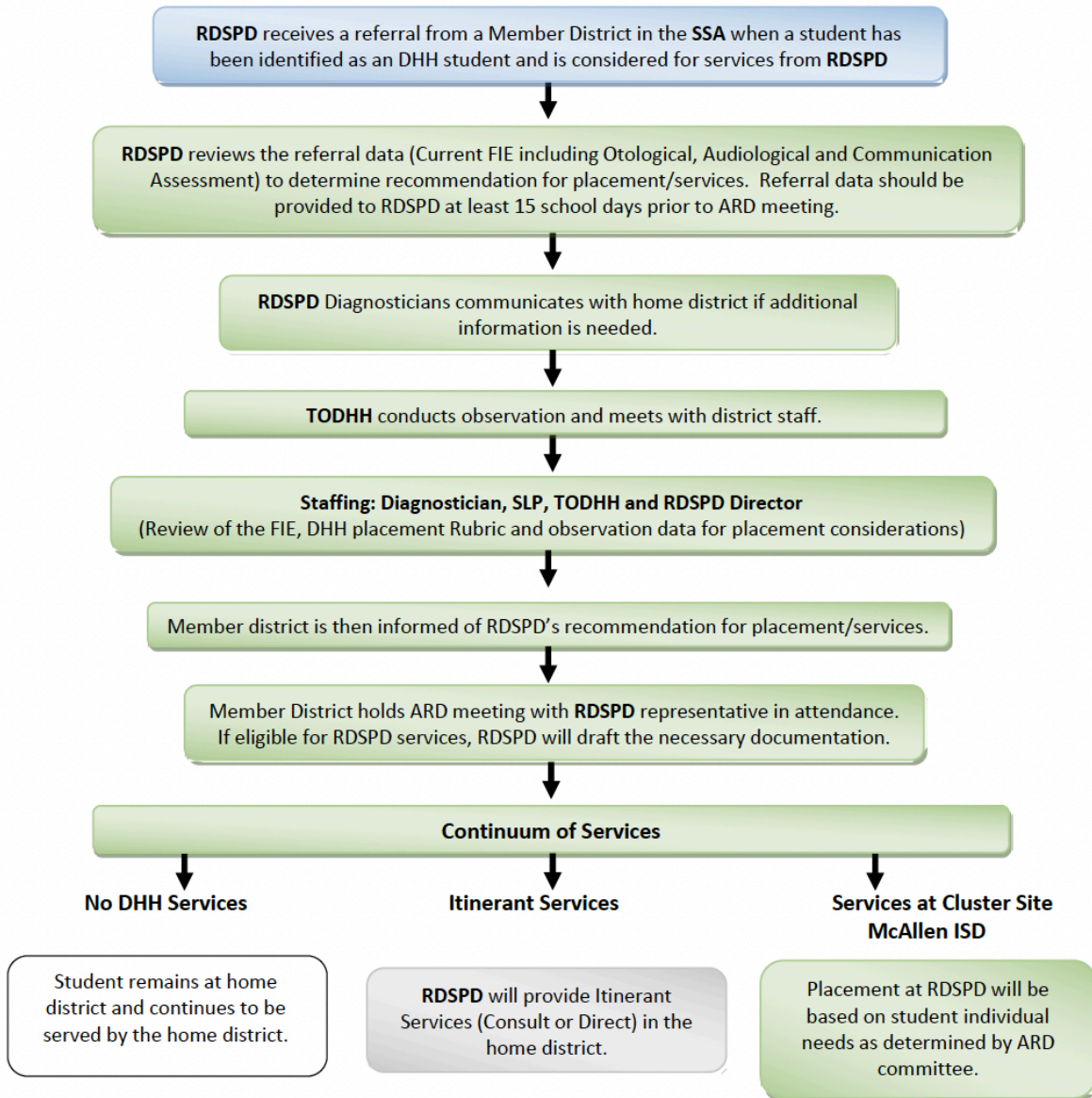
Referral Process

- RDSPD PEIMS Clerk receives a referral from LEA
- Referral is emailed to RDSPD Instructional Supervisor & Educational Diagnostician.
- RDSPD administrator will assign referral to itinerant teacher via email and on Google Drive Referral Form.
- Itinerant teacher will contact the case manager & campus teacher to schedule an observation.
- Itinerant teachers will track progress on Google Drive Referral Form.
- Itinerant teacher will complete observation and assessment.
- Itinerant teachers will schedule a meeting with the RDSPD administrator to discuss observation and results of assessment to determine recommendation.
- Itinerant teacher will contact LEA Diagnostician and/or case manager to schedule ARD Meeting.
- Itinerant Teacher will attend ARD and update Google Drive Referral Form.
- RDSPD Student Tracking Form should be completed and submitted to the RDSPD Clerk.
- RDSPD PEIMS Supplement (blue copy) should be submitted to RDSPD PEIMS Clerk.
- RDSPD PEIMS Supplement (goldenrod copy) should be given to LEA Educational Diagnostician at ARD Meeting. Itinerant teacher will email a copy to LEA PEIMS Clerk

Flow Charts

Regional Day School Program for the Deaf (RDSPD) Referral Procedures

(Students from age 3 to 21) by Sept. 1st

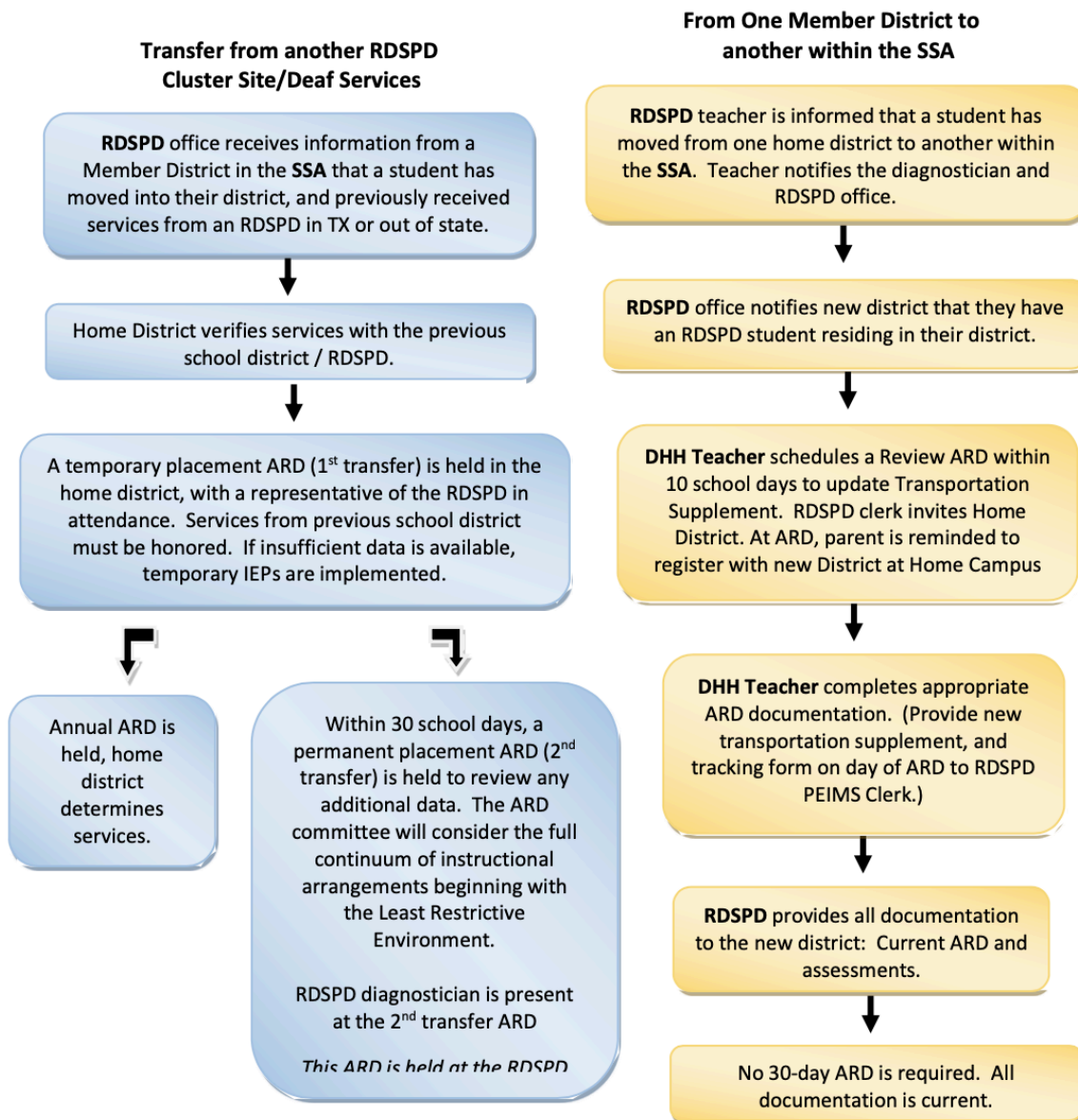


*TODHH: Teacher of Deaf/Hard of Hearing

SSA: Share Services Arrangement or the Interlocal Cooperative Agreement that we have with the districts for all services provided

Rev Aug 22

Regional Day School Program for the Deaf (RDSPD) Procedures CLUSTER Transfer Students



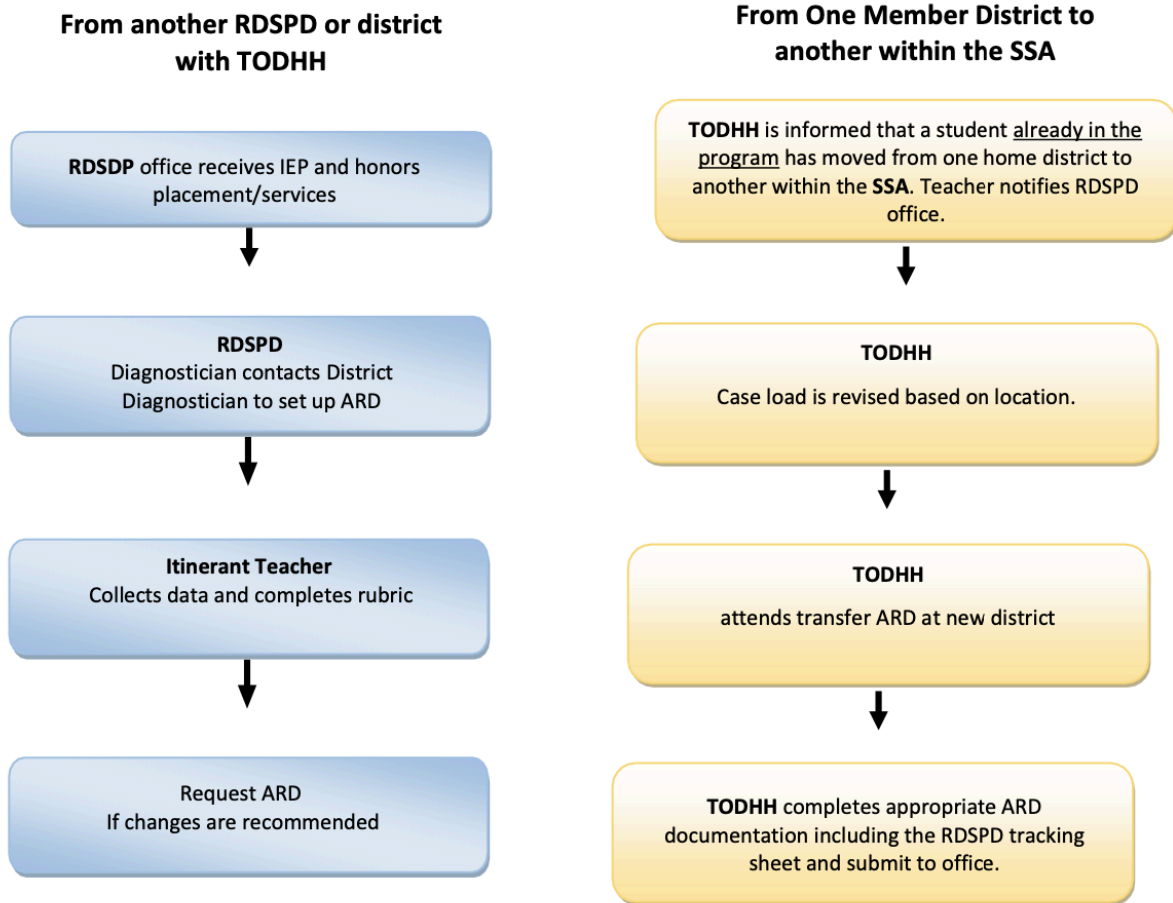
*TODHH: Teacher of Deaf/Hard of Hearing

SSA: Share Services Arrangement or the Interlocal Cooperative Agreement that we have with the districts for all services provided

Rev Aug 22

**Regional Day School Program for the Deaf (RDSPD)
Procedures**

ITINERANT Transfer Students



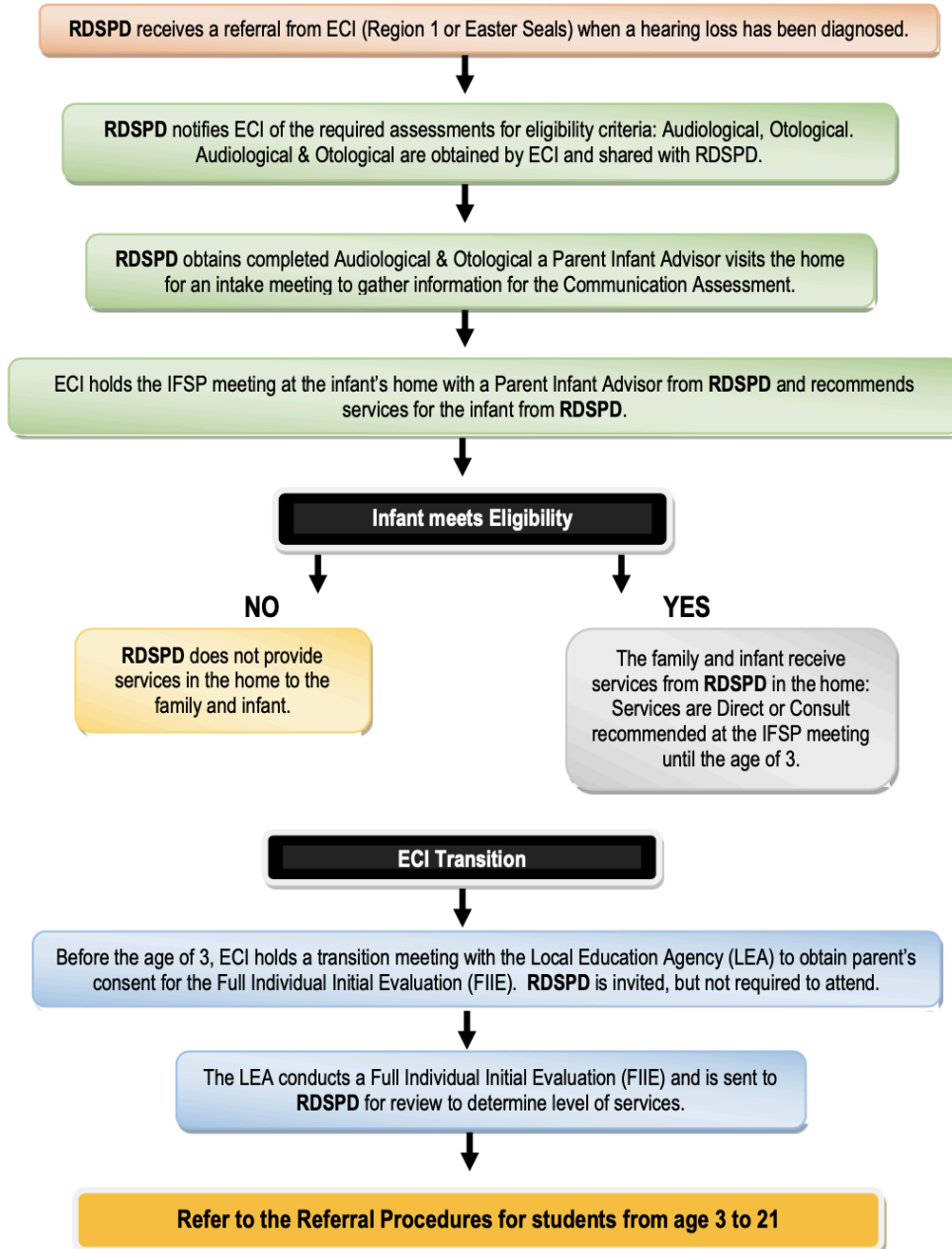
*TODHH: Teacher of Deaf/Hard of Hearing

SSA: Share Services Arrangement or the Interlocal Cooperative Agreement that we have with the districts for all services provided

Rev Aug 2022

Regional Day School Program for the Deaf (RDSPD) Procedures for Entry / Exit

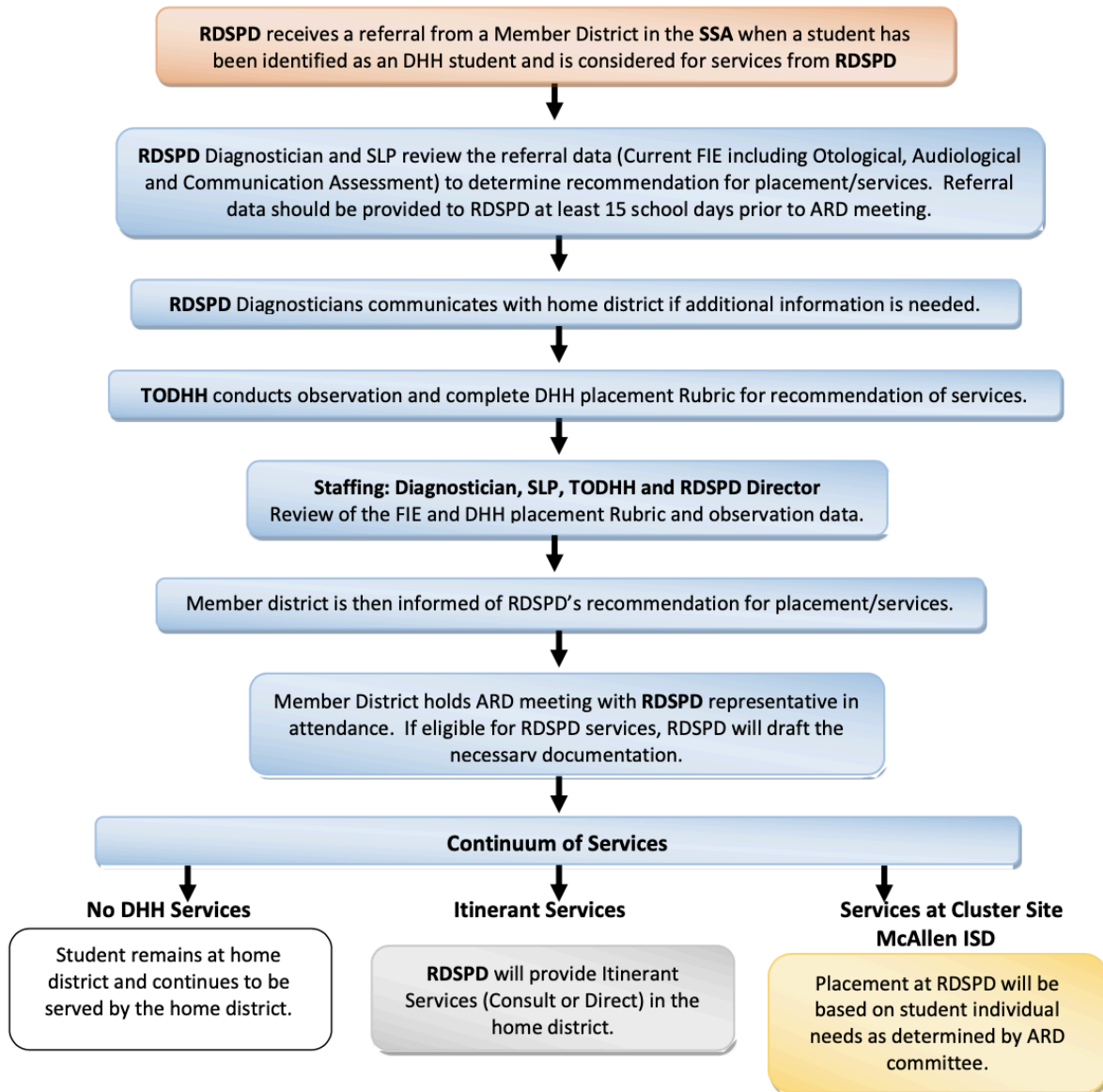
(Students from age 0 to 3: Parent / Infant and Transition Services)



Revised Aug 22

Regional Day School Program for the Deaf (RDSPD) *Internal* Referral Procedures

(Students from age 3 to 21) by Sept. 1st



SSA: Share Services Arrangement or the Interlocal Cooperative Agreement that we have with the districts for all services provided

Rev Aug 22

HOMEBOUND SERVICES MANUAL

2023-2024



Every Student, Every Day

McAllen ISD Special Education Department

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HOMEBOUND OVERVIEW

Students who are chronically ill, or who have other medical conditions which result in the student being confined to their home or hospital bed for at least four cumulative weeks during the school year may be eligible to receive instruction at home. This placement requires documentation from a physician indicating the type and severity of the condition as well as the anticipated length of confinement to the home.

Students in both special education and the general student population may be eligible for homebound services. Special education homebound instruction is provided for IDEA (Individuals with Disabilities Act) eligible students who the ARD (Admission, Review, and Dismissal) committee determines should be served at home. Accommodations for students who are in general education and have qualifying medical conditions should be made under General Education Homebound (GEH) guidelines.

HOMEBOUND SERVICES BASICS

1. To be eligible, a U.S. physician must provide a Physician's Information Form explaining why the student will need to remain in their home for a minimum of four weeks and the reasons that prevent them from attending school for this duration. Absences accumulated before the placement meetings are not considered as part of the four week confinement time. The ARD committee will consider information provided by the doctor and make the final determination for placement
2. Homebound is intended to be a temporary placement and IS NOT an alternative placement for students who are habitually absent or simply refuse to attend school.
3. The ARD Committee is responsible for documenting their determination for Homebound Services.
4. The student's campus teacher(s) will remain the teacher(s) of record, will provide lesson plans, materials, student books and tests in a timely manner, and will assign grades.
5. For Homebound Services, one hour of instruction during the week is equivalent to one full day of attendance.
6. Incarcerated students are not served through homebound placement.

POLICY EEH (LOCAL)

McAllen ISD Board Policy EEH (Local) controls homebound services in the school district. The policy is as follows:

General Education

Consistent with TEA's *Student Attendance Accounting Handbook (SAAH)*, a student may be eligible for general education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical reasons specifically documented by a physician licensed to practice in the United States. The weeks of confinement need not be consecutive. The parent's request for services shall be submitted to the principal in accordance with TEA's *SAAH* and administrative procedures.

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, if applicable, the length of the transition period to the school-based setting based on current medical information.

Special Education

Consistent with state rule and the *SAAH*, a student receiving special education services may be eligible for special education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound setting for medical reasons specifically documented by a physician licensed to practice in the United States. If a student is chronically ill, the student's admission, review, and dismissal (ARD) committee shall determine whether the weeks of confinement need to be consecutive.

If the ARD committee determines that homebound instruction is appropriate, the committee shall determine the type and amount of instruction to be provided in accordance with law, and, if applicable, the length of the transition period to the school-based setting based on current medical information.

Documentation of Services

The District shall maintain full documentation about students receiving homebound services, in accordance with administrative procedures, the *SAAH*, and a student's individualized education program (IEP), as applicable.

SPECIAL EDUCATION HOMEBOUND (SEH) GUIDELINES

Homebound services for special education students in McAllen ISD are provided in accordance with McAllen ISD policies, procedures, and the guidelines in this manual. It is the responsibility of each campus principal to designate personnel (Diagnostician, Dept Head, etc.) responsible for processing requests for homebound services in a timely fashion.

Eligibility

Under McAllen ISD policy EEH(Local), a student confined for a minimum of four weeks to a hospital or homebound for medical reasons only and specifically documented by a physician licensed to practice in the U.S. may be eligible for general education homebound services. You can access the Texas Medical Board's database of licensed physicians at

http://reg.tmb.state.tx.us/OnLineVerif/Phys_SearchVerif.asp

If appropriate, every attempt should be made to accommodate and serve the student on campus when practically possible. The parent/guardian should continue picking up all assignments and should remain current with all classwork pending a determination of eligibility for homebound services.

Referral Process

According to McAllen ISD's policy, the parent/guardian's request for services shall be made through the campus administrator or designee in accordance with TEA's Student Attendance Accounting Handbook and administrative procedures.

Each campus diagnostician or designee will ensure the following information is received prior to scheduling of IEP meeting:

1. The parent/guardian signs consent to release information to the physician responsible for determining confinement to the home.
2. The diagnostician sends the signed consent to release information and the SuccessEd homebound eligibility form to Jennifer Martinez.
3. The parent/guardian is given and completes the *Homebound Statements to Parent/Guardian*

SEH Committee

The campus administrator or designee must assemble a committee consisting of a campus administrator, the student's teacher, the student's parent or guardian, and the homebound teacher (if available) to evaluate the need for homebound instruction. If the committee finds that homebound instruction is necessary, they must decide the type and amount of instruction as well as the timeline for transitioning back to a normal educational setting, based on the student's current medical information. Though the

licensed medical physician's input must be accounted for, it is not the only factor that must be taken into consideration by the SEH Committee.

More specifically, the SEH Committee is accountable for the following:

1. Reviewing the SuccessEd Physician's Information form to determine if there is a medical need for SEH services and confirming that it is completed and signed by the student's physician. If the *Physician's Information* form is not completely filled out and signed by the student's physician, the SEH Committee must adjourn and reconvene once the form is complete.
2. Determining whether there is a **MEDICAL NEED** for providing SEH services evidenced by the *Physician's Information* form (from SuccessEd)
3. Verifying that the doctor's diagnosis provided in the Physician's Information form is consistent with the qualifying handicapping condition. Students diagnosed with mental health disorders can be served under the disability category of Emotionally Disturbed, but not under Other Health Impairment. If a student is diagnosed by a doctor with anxiety or other mental health conditions, then the district is obliged to conduct a psychological evaluation. If the basis for the homebound request is related to mental illness, the completion of the Physician's Information form must be completed by a Psychiatrist or Clinical Psychologist. In addition, a letter completed by the Psychiatrist or Clinical Psychologist that outlines the student's treatment and transition plan to return to school must be submitted with the homebound form.
4. Determining how long the student will be out of the traditional classroom setting (minimum of four weeks). **The committee should meet again to re-evaluate a NEW physician's form and the need for HB services after 6 weeks of services.**
5. Reviewing and ensuring that teachers of record (classroom teachers) understand assignments, testing and grading responsibilities.
6. Determining the subject areas that will be covered through the SEH services (see *SEH Committee Meeting* form).
7. Ensuring that each teacher whose content will be taught through SEH completes and provides weekly lessons and provides all materials needed for lessons.
8. Determining how much SEH service (consideration of the student's health and current ability) is required each week (in hours).
9. Determining the procedure for the homebound teacher to contact the regular education teacher(s).
10. Coordinating with the parent/guardian to ensure that there will be a responsible adult at home at all times services are to be provided.
11. Ensuring all parties, including parent/guardian, understand that any student receiving SEH services and not attending classes is not allowed to participate in any McAllen ISD extracurricular activities, take on a job, play sports, or go on trips (except to see a doctor for medical care while receiving homebound services).
12. Ensuring the students return to the classroom as soon as practical. Homebound instruction is usually considered a temporary arrangement and cannot be considered as equivalent to classroom instruction. In unusual cases where a student's medical condition is in doubt, McAllen ISD may request a second doctor's opinion at its own expense and call another SEH committee meeting to consider dismissing the student from SEH services, depending on the results of the examination.
13. Ensuring that all documentation is properly completed and maintained.

Please note that the homebound forms will help guide the SEH committee in making these decisions

COURSES DURING SEH

The following are guidelines for determining which *elementary and middle school* courses to continue during SEH placement:

Any course or subject may be continued.

1. In courses where lab experience or classroom participation make up the majority of the grade, written assignments may be given in lieu of those activities. If the participatory course is an elective, it may be dropped.

The following are guidelines for determining which *high school* courses to continue during SEH placement. Decisions for course during SEH will be decided on a case by case basis, as No Child Left Behind criteria for highly qualified teachers must be followed for all high school courses:

1. If the injury or illness occurs during a semester and the student is expected to return by the end of the semester, the student should be given the opportunity to continue any of his/her subjects. In this case, the student should be given written assignments in lieu of classroom- based activities.
2. If the injury or illness occurs during the first semester and will still require home confinement past the first 6 weeks of the second semester, consideration should be given to dropping a course if more than half of the grade for that course is based on any of the following:
 - a. Hands-on experience or lab work, e.g., physical education or chemistry lab;
 - b. Classroom participation, e.g., foreign languages and speech courses;
 - c. Clock hours, e.g., cosmetology.
3. If the student is enrolled in vocational courses at the time the student is to go on homebound, a schedule change is needed to put the student in a different course that does not generate contact hours.

CAMPUS STAFF OBLIGATION TO SEH STUDENTS

1. The homebound teacher will follow-up with teacher contacts as discussed and agreed to at the SEH committee meeting.
2. The campus homebound designee will act as liaison between the homebound teacher and the campus administration. Campus Homebound Designee will be responsible for program supervision and ensuring the campus teachers provide all necessary information at the campus level.

ATTENDANCE REQUIREMENTS FOR SEH STUDENTS

1. Attendance will be awarded following the guidelines of the current year's Student Attendance Accounting Handbook.
2. The campus counselor or designee will notify the campus PEIMS clerk, and campus attendance clerk, when a student begins homebound services.
3. The campus counselor or designee will notify the campus teachers when the student begins homebound services.
4. The homebound teacher will complete the *Special Education Homebound Instruction Log* and email the log on a weekly basis to the campus attendance clerk and the campus PEIMS clerk.
5. The *Homebound Instruction Log* will reflect the school calendar week by week so that available instructional days are easily identifiable.
6. Total weekly instructional time and total weekly days in attendance are summarized at the end of each instructional week.
7. If absences are reported for any given day, a notation as to the reason should be made in the Notes/Other section of the log. Teachers should be notified if possible a day in advance or the morning of.
8. If extra duty pay is being provided, the following documents must be submitted with an extra duty time sheet: Individual student/attendance log, and homebound teacher daily log.
9. While parents/guardians are asked to arrange medical appointments around the homebound teacher's schedule, absences are often incurred because the student is too ill to attend to instruction. The homebound teacher may be able to rearrange instruction for that week but if unable to do so, absences will be recorded according to the instructional hours delivered. Instructional hours must be delivered within each week to accrue attendance for that week.
10. The SEH Committee should convene after 6 weeks to re-evaluate a *NEW Physician's Statement of Eligibility* form and the need for homebound services if the student is still being served on homebound.
11. SEH students served at home will earn eligible days present based on the Student Attendance Accounting Handbook. Generally, attendance is based on the following chart:

SEH Funding Chart

Amount of Time Served Per Week:	Eligible Days Present Earned per Week:
1 hour	1 day present
2 hours	2 days present
3 hours	3 days present
4 or more hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)
More than 4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)

Eligible days present are determined each week. For SEH purposes, a week starts on Sunday and ends Saturday. SEH service hours may not be accumulated and carried forward from one week to the next, nor may service be applied to a previous week.

TEST ADMINISTRATION AND SEH

A student receiving SEH services may earn eligible ²²³ days present as stated in the SEH funding chart

when a homebound instructor administers routine quizzes, daily or weekly classroom exams, etc., that are required as part of the instructional requirements of a class.

A student being administered standardized, 6-weeks, semester, and final exams and required state assessments is limited to earning 1 day present for a minimum of 1 hour or more of testing in 1 calendar day. When it takes the student more than 1 hour to complete the exam, the additional contact hours cannot be credited as attendance.

If the routine, standardized, 6-weeks, semester, or final exam administration or required state assessment testing requires less than one hour, then the homebound instructor must complete the hour with homebound instruction for the student to earn the 1 day present. For example, say a student is administered a final exam, and it takes her 30 minutes to complete the exam. The student must receive an additional 30 minutes of homebound instruction to earn 1 day present.

A student receiving SEH services **who returns to his or her campus to take required state assessments must have a medical release** from a licensed physician to do so.

TRANSITION FROM SEH TO CLASSROOM

A student transitioning back to a school-based setting may continue to generate eligible days present based on the SEH funding chart during the transition period. The SEH committee must determine the length of the transition period based on current medical information. Once the student has completed the transition period as determined by the SEH committee, the student no longer generates eligible days present according to the SEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

Transitioning Students with Chronic Illness between Homebound and the Classroom

A student with a chronic illness or acute health problem that is a long-term condition that requires the student to be in the SEH program for at least 4 weeks will generate contact hours based on the following:

- Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the SEH funding chart.
- The length of the transition period must be determined by the SEH committee based on current medical information.

During the transition period, students are to be served through the SEH program for the period of time each week as specified by the SEH committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes because funding will be based on the SEH funding chart.

Once the student has completed the transition period as determined by the SEH committee, the student no longer generates eligible days present according to the SEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

Students with a Recurring Chronic or Acute Health Condition

A student with a chronic illness or acute health problem that is a recurring condition that requires the student to be in the SEH program for a period of time (which can be in daily or weekly increments) totaling at least 4 weeks throughout the school year will generate contact hours based on the following:

- Students moving back and forth between the SEH program and a school-based placement generate eligible days present for those days they are served through the SEH program subject to the SEH funding chart.
- Students with a recurring condition generally do not require a transition period. Use the following chart to determine how to record attendance information for students with a recurring condition.

For any week in which the student with the recurring condition —	the student earns contact hours and/or attendance —
is served solely at home/hospital bedside through the SEH program,	according to the requirements of the SEH funding chart.
is served for at least 4 hours at home/hospital bedside through the SEH program and attends school at his or her campus,	according to the requirements of the SEH funding chart.
is served from 1 to 3 hours at home/hospital bedside through the SEH program and attends school at his or her campus,	<ul style="list-style-type: none"> • according to the requirements of the SEH funding chart for those days the student is provided instruction at home/hospital bedside through the SEH program and • according to whether the student is present at the official attendance-taking time for those days the student attends school at his or her campus.

Regardless of how many hours of SEH instruction a student is provided or how many days that student is in attendance at his or her campus, the student may not generate more than the equivalent of one ADA.

If the student fully transitions to classroom placement, the student no longer generates eligible days present according to the SEH funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

Attendance Accounting and Documentation: To document the changing instructional arrangements/settings for students with a recurring condition for attendance reporting and auditing purposes, district personnel must keep a log of the student's attendance information.

The eligible days present should be recorded in your district's student attendance accounting system. Any time not accounted for should be reported as absences.

DISMISSAL FROM HOMEBOUND SERVICES

1. If there **IS NOT a specific documented return date from the physician**, the physician must first complete the *Physician's Statement--Homebound Services Release* form.
2. The homebound teacher will notify the campus designee when a student is being released from homebound for entry back into school.
3. No homebound instruction may occur after the dismissal date.
4. The campus designee will notify the teacher(s) and the campus attendance clerk when the student has been dismissed and will return to the regular classroom setting.
5. Homebound instruction is usually considered a temporary arrangement and cannot be considered as equivalent to classroom instruction. It is imperative that students return to the classroom as soon as practical. This is usually dictated by the student's doctor. However, in unusual cases where the student's medical condition is in doubt, **McAllen ISD may request a second doctor's opinion at its own expense and call another SEH committee meeting to consider dismissing the student from SEH services depending on the results of that examination.**
6. Upon a student's dismissal from SEH or at the end of the school year, whichever comes first, the campus designee will forward a copy of the student's completed SEH file to the District SPED Homebound Coordinator.

FREQUENTLY ASKED QUESTIONS

How do I know what to do when I can't find the answer in this packet of information?

If you have a question or feel uncertain about the McAllen ISD Special Education Homebound Program or process, contact Karla Barnett-Bermea, Special Education Coordinator at 956.632.3285 or you can send an email to karla.barnett@mcallenisd.net .

Can the doctor's nurse or assistant sign the SEH documentation instead of the doctor?

No. A U.S. doctor must sign the Physician's Information form.

Can the doctor use his or her office forms to document the need for SEH?

The McAllen ISD form **PHYSICIAN'S Information Form** must be completed, although the U.S. doctor is welcome to attach other information to that form.

How often must we ask for medical documentation?

Each student must have a new homebound eligibility prior to each school year. Every time there is a change in the student's medical condition, the campus administrator must request an update on the medical status and needs of the student. The district Physician's Information Form must be used to gather detailed information. All parts of the form must be completed so that the IEP Committee has a well- informed understanding of how the medical condition impacts the student's educational setting.

Who makes decisions regarding homebound services?

If the student is eligible under IDEA and is receiving special education and related services, the ARD Committee should convene to discuss whether the student meets the eligibility criteria and whether a change of placement is needed, and what services are appropriate for the student to receive if homebound is recommended.

What are the necessary criteria for a student to be considered for homebound services due to illness?

Students served on a homebound or hospital basis are expected to be confined to the home for a minimum of four cumulative weeks and the weeks need not to be consecutive as documented by a physician licensed to practice in the United States. Homebound or hospital instruction may also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year as documented by a physician licensed to practice in the United States. For special education students, the ARD Committee shall determine the amount of services to be provided to the student in this instructional arrangement/setting in accordance with federal and state laws, rules and regulations.

What if the homebound teacher is absent?

MISD will ensure that a substitute teacher or make-up classes are provided to homebound students when the homebound teacher is absent. Classes missed due to student inability to receive homebound instruction **WILL NOT** be rescheduled; however, other provisions for "making-up" work will be offered when possible in order to minimize the lapse in provision of services.

What if the student qualifies for special education and is also pregnant?

Students who are eligible for special education and related services who also receive Pregnancy Related Services (PRS) must be served simultaneously through both programs.

Can students earn career and technology credit while on homebound?

In order for a homebound student to earn career and technology contact hours, the student must continue to receive the same amount and type of career and technology service that he or she was receiving before being placed in the homebound instructional setting. Career and technology education teachers must maintain a log to verify all contact hours with homebound students.

How does homebound instruction generate attendance?

Under educational regulations, homebound students are to be counted as present and eligible for attendance in school for the days that they are receiving instruction while in the homebound setting. Students served in the homebound instructional/setting must be served two to four hours each week in order to receive 5 days of attendance. Homebound or hospital bedside instruction may also be provided to chronically ill students who are expected to be confined for any period of time totaling four weeks throughout the school year, as documented by a physician licensed to practice in the United States. Chronically ill students should only be coded with the 01 instructional arrangement/setting code on the days the student is absent from school but counted present because the student received homebound services. Students with a recurring condition generally do not require a transition period.

In order to document the changing instructional arrangements/setting for students with a recurring condition for attendance reporting purposes, it is recommended that attendance clerks accumulate the attendance information for the entire six-week reporting period and summarize the information for the eligible days of attendance and contact hours served. The eligible days present should be recorded in the district's student attendance accounting system. Any time not accounted for should be reported as absences. At the end of each week the homebound teacher will inform the attendance clerk the amount of time the homebound student received services from the certified special education teacher and the number of absences that should be recorded in the attendance accounting system.

What procedures will be used to address mental health conditions/disorders?

A doctor's diagnosis provided in the Physician's Information form must be consistent with the qualifying condition. Students diagnosed with mental health disorders can be served under the disability category of Emotionally Disturbed, but not under Other Health Impairment. If a student is by a doctor with anxiety or other mental health conditions, then the district is obliged to conduct a psychological evaluation. If the basis for the homebound request is related to mental illness, the completion of the Physician's Information form must be completed by a Psychiatrist or Clinical Psychologist. In addition, a letter completed by the Psychiatrist or Clinical Psychologist that outlines the student's treatment and transition plan to return to school must be submitted with the homebound form.

Can homebound be a discipline placement?

A student **CANNOT** be expelled into the homebound instructional arrangement/setting

Student's Name: _____	Campus: _____
Student's ID: _____	Grade: _____
D.O. 28	

HOMEBOUND SERVICES STATEMENT TO PARENT/GUARDIAN

Homebound Teacher: _____ Telephone: _____

Homebound services have been requested for the above named student. I agree to cooperate as follows:

1. Provide a place in the home that is quiet, free from distractions (away from other people and television), sanitary, well lit, safe, and properly ventilated and heated. McAllen ISD does not allow for the recording of its staff members during any homebound, related services, counseling or other services being provided.
2. Ensure the student is prepared for instruction when the teacher arrives. I will arrange other activities, including doctor appointments around scheduled instruction.
3. Be aware that changes in the home schedule may be necessary to accommodate necessary instruction.
4. Ensure a responsible adult will always be in the home during instruction time. (The homebound teacher will leave the home and the student will be counted absent if there is not an adult in the home).
5. Notify the homebound teacher as soon as possible if the student is unable to receive instruction or if anyone in the home develops a contagious condition.
6. The student **must do 90% of the assigned work (as per IEP) between the teacher's visits**. The student must be willing to work independently and accept the responsibility of homework with the guidance of the homebound teacher. The student should have uninterrupted study time.
7. The student will not attend extracurricular activities involving McAllen ISD, work outside the home, play sports or travel (unless to attend medical appointments or to receive medical treatment by a physician) while receiving homebound services.
8. Parents and students must be aware that all tests, grades and assignments come directly from the campus teachers.
9. Household pets should not be allowed to interrupt home instruction. If pets are usually kept indoors, they should be confined to a room other than the one in which class is being held.
10. A student can be dismissed from the homebound program **due to excessive unexcused absences**. If scheduled instructional times are canceled, absences will be reported.
11. **Homebound services cannot begin until the above conditions have been met and homebound services will be discontinued if these conditions are not maintained.**
12. The student's educational program will be planned and carried out on the basis of the limitations of the student and the homebound services program, which cannot provide the same experiences of regular classroom instruction.

I UNDERSTAND AND AGREE TO THE ABOVE RULES.

Parent/Guardian Signature

Date

Student Signature

Date

Student's Name: _____ Campus: _____
229
Student's ID: _____ Grade: _____ D.O.B. _____

HOMEBOUND SERVICES HOMEBOUND WORK ASSIGNMENT

This assignment is due by

Date

Instructions:

Please place the form in the homebound box and include any worksheets, maps, tests, videos, and study sheets for tests.

Thank you: _____
 Classroom Teacher

<i>To be completed by homebound</i>		
<i>teacher:</i>	<i>Date Received:</i>	<i>Date Due:</i>
 <i>Date Completed:</i>		
 <i>Homebound Teacher:</i>		

McAllen Independent School District
2185 N. Broadway St.
McAllen, Tx. 78504

HOMEBOUND SERVICES DISMISSAL NOTIFICATION

TO: Campus Attendance Clerks & Teachers

REF: Homebound Student

Student: _____

Grade: _____

Dismissal Date: _____

ID #: _____

This student will be returning to school as of the dismissal date listed above. He/she will no longer be enrolled in the Homebound Services Program. As of the dismissal date, the classroom teacher should count him/her absent. You will be notified if the student should need homebound services again. Thank you for your consideration and help. It has been a pleasure working with you.

Sincerely,

Sincerely,

Homebound Teacher

McAllen Independent School District
2185 N. Broadway St.
McAllen, Tx. 78504

**HOMEBOUND SERVICES TEACHER
NOTIFICATION**

Teacher: _____

Student: _____

Date: _____

Dear General Teacher:

The above student has been placed in the Homebound Services Program. As of the date stated above, he/she should no longer be counted absent from your class. I will contact the attendance clerk if the student is to be reported absent.

Since the student, in most cases, will be returning to your class when his/her condition allows, I will be asking you for weekly assignments and tests. Once completed, I will return these assignments and tests for your grading. Assignment sheets for the following week will be placed in your box. Please list assignments and tests in the space provided and return to the appropriate homebound box as soon as possible.

It is impossible for homebound services to provide curriculum and materials for the numerous programs and subjects offered by McAllen ISd. Please provide all worksheets, manipulatives and other materials needed to implement your lessons.

Homebound sessions will typically be scheduled for four hours per week, or as determined by the ARD committee, or as determined by the SEH Committee during which **all** academic and elective areas, when feasible, are covered. Approximately 90% of all assignments have to be completed independently by the student. Any accommodations you can make to help the homebound student be successful in your class are greatly appreciated.

If you have any questions or concerns, I may be reached at _____.

Thank you for your assistance.

Sincerely,

Special Education Contact Teacher

MCALLEN INDEPENDENT SCHOOL DISTRICT

INDIVIDUAL STUDENT / ATTENDANCE LOG

MCALLEN INDEPENDENT SCHOOL DISTRICT

Individual Student / Attendance Log

Student's Name: _____

Student ID: _____

HB Teacher: _____

Campus #: _____

Entry Date: _____

ARD Date: _____ Six Wks




An email copy of this instruction log must be sent to the Campus PEIMS Clerk every Friday. In the event of an absence, it must be sent by noon on the following Monday. A copy will be uploaded to the Google Drive weekly.

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
Week 1 (Student Name)	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	
Week 2 (Student Name)	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	
Week 3 (Student Name)	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	
Week 4 (Student Name)	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	
Week 5 (Student Name)	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	
Week 6 (Student Name)	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	Start Time: _____ End Time: _____ Total Time: _____	
Comments:						

MCALLEN INDEPENDENT SCHOOL DISTRICT
Homebound Teacher Daily Log

Teacher's Name: _____

Date: _____

Date	Time	Total Time	Visitation Type	Activity/Notes	
To (Student Name/ID and Campus)	Start Time: End Time:		<input type="checkbox"/> Instruction <input type="checkbox"/> Testing <input type="checkbox"/> Other _____		<p>How are you feeling?</p> 
To (Student Name/ID and Campus)	Start Time: End Time:		<input type="checkbox"/> Instruction <input type="checkbox"/> Testing <input type="checkbox"/> Other _____		<p>How are you feeling?</p> 
To (Student Name/ID and Campus)	Start Time: End Time:		<input type="checkbox"/> Instruction <input type="checkbox"/> Testing <input type="checkbox"/> Other _____		<p>How are you feeling?</p> 



SPECIAL EDUCATION DEPARTMENT



Behavior Playbook 2023-2024

MCALLEN INDEPENDENT SCHOOL DISTRICT

Special Education Department

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Mission

McAllen ISD District Behavior Staff provides school personnel and parents with individualized support, resources, and strategies to help students develop their academic, behavioral, and social skills. This includes providing staff and students with access to evidence-based practices and interventions, offering culturally-responsive and trauma-informed practices, and teaching staff how to effectively manage challenging behaviors and create positive learning environments.

Vision

Behavior support staff ensure all students have necessary tools, resources, and support to succeed academically by addressing underlying issues leading to disruptive or unproductive behaviors. They create safe and supportive school environments; partner with staff, families, and providers; use evidence-based approaches; implement appropriate interventions; and create individualized behavior plans to maximize student success.

Working with students with Behavior Issues

McAllen ISD staff, with the support of the district behavior team, will implement behavior management techniques and procedures that promote and defend the dignity and humanity of every student. In compliance with Federal Law (Title IV, Section 1400 of the Every Student Succeeds Act), MISD will consider alternative methods of discipline that are evidence-based, socially responsive, restorative, and culturally informed. These methods will emphasize a proactive, preventive approach to behavior management, with an emphasis on teaching and reinforcing positive behavior rather than punishing students for misbehavior. Additionally, MISD will also implement Positive Behavior Support Systems that provide structure and guidance for addressing misbehavior while encouraging safe, respectful and responsible conduct from all students. This system will include a variety of strategies such as social-emotional learning skills instruction, the use of praise, rewards, and reinforcers, and targeted interventions for students with more intensive needs. MISD will ensure that these systems are designed and implemented in a collaborative manner that meets the individual needs of the student while providing a safe and supportive learning environment for all.

Campus Behavior Teams

McAllen ISD is committed to providing a safe and supportive environment for our students and staff. In order to ensure the safety of everyone on our campuses, MISD has established a Campus Behavior Team and Crisis Prevention and Intervention Training program in the use of restraint. The team is composed of school personnel from multiple disciplines and will consistently review and evaluate the campus's policies and procedures to ensure that they meet the needs of our students and are in compliance with state and federal regulations. The Crisis Prevention and Intervention Training program will equip our staff with the skills they need to recognize the signs of potential violence and prevent situations from escalating into a crisis. The training will cover topics such as positive behavior supports, de-escalation techniques, communication strategies, and the appropriate use of physical restraint as a last resort. Once trained, staff will be prepared to implement these skills in a manner that respects the dignity and humanity of our students and that reflects McAllen ISD's commitment to proactive, preventive behavior management.

Functional Behavioral Assessments (FBA) and Behavior Intervention Plans(BIP)

How can an IEP Address Behavior?

When a child's behavior impedes the child's learning or that of others, the IEP Team must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior (34 CFR §300.324(a)(2)(i)). Additionally, the Team may address the behavior through annual goals in the IEP (34 CFR §300.320(a)(2)(i)). The child's IEP may include modifications in his or her program, support for his or her teachers, and any related services necessary to achieve those behavioral goals (34 CFR §300.320(a)(4)). If the child needs a BIP to improve learning and socialization, the BIP can be included in the IEP and aligned with the goals in the IEP. Prior to conducting a BIP, an FBA must be conducted to determine the function of the behavior.

What is a Functional Behavioral Assessment?

A functional behavioral assessment is an approach to figuring out why someone acts or behaves a certain way. It is the process of gathering and analyzing information about a person's behavior and accompanying circumstances to determine the purpose or intent (function) of the actions. These investigatory procedures, derived primarily from the orientation and methods of applied behavior analysis are also known as "functional behavioral analysis".

Why Conduct a Functional Behavioral Assessment?

By gathering data and conducting experiments that evaluate the effects of environmental variables on the behavior, concerned staff members can usually find the meaning (function) of the behaviors and determine why they are occurring. Understanding the functions, predictors, and consequences help us determine appropriate interventions. A behavior change program (Behavior Intervention Plan) can then be developed to help the student display more appropriate behavior in meeting his or her needs.

When Should a Functional Behavioral Assessment Be Conducted?

A functional behavioral assessment should be conducted as required by law for special education students. This could include:

- When the student's behavior impedes his/her learning or the learning of other
- When an ARD committee determines in a Manifestation Determination Review that the conduct was a manifestation of the child's disability
- When removals constitute a pattern of removals for similar behaviors
- When a removal constitutes a change of placement

A functional behavioral assessment could be done for any child:

- When you want to reduce problem behavior while promoting appropriate behavior
- When behavior is impeding his/her learning or the learning of others

Who Should Conduct a Functional Behavior Assessment?

- Conducting a Functional Behavioral Assessment is a team effort made up of Individuals who are involved in improving or eliminating the student's behavior. The ranges of individuals who can be involved are: administrators, counselors, teachers, parents, and paraprofessionals.

Possible Functions of Behavior

All behavior serves one of the following purposes (functions):

- To obtain or gain something (e.g., attention, money, good grades)
- To escape or avoid something (e.g., penalties, embarrassment, pain, fear)
- Sensory Stimulation

Some Things to Consider for Functional Behavioral Assessments

Functional behavior assessment is based upon the following assumptions:

- challenging behaviors do not occur in a vacuum
- behaviors are weakened or strengthened by the responses that follow them
- behavior is a form of communication
- "misbehavior" might be adaptive (justifiable and understandable) given the circumstances
- all behaviors demonstrated by all persons serve a function and have a purpose. If benefits didn't result from showing certain behavior, then individuals would stop doing them.

Writing The BIP

When Writing the BIP the following should be included:

- Target behaviors
- Specific measurable and observable goals
- Intervention description and method
- Start and frequency of intervention
- Method of evaluation
- Persons responsible for each part of the intervention and evaluation
- Data from evaluation

All FBA's and BIP's will be written on the Success Ed FBA/BIP template.

Some Additional Things to Consider When Writing the BIP

- All interventions should be positive behavior supports (based on reward rather than consequence)
- Campus Counselor must collect data and maintain records including:
 - Behavior charts and/or graphs representing progress on behavior charts
 - Frequency of any rewards earned
 - Frequency of use of any additional supports (cool down times, use of behavior
 - Regulation tools such as 5 Point behavior scale, sensory time, use of self-regulation curriculum such as Zones of Regulation)

Some Ideas for Addressing Behavior by Function:

Escape/Avoidance:



(Behavior is to escape/avoid a task/demand)

A number of seemingly uncorrelated behavior may be exhibited to escape/avoid task/demands.

Characteristics	Antecedent Strategies/Modifications to task/demand (Prior to problem behavior):
<p>May look like but not limited to:</p> <ul style="list-style-type: none"> ● Non-Compliance - not following direction when given a request, ignoring requests and continuing with desired task, not completing work, leaving assigned area, head down/ignoring/shutting down ● Inappropriate Verbal Responses- verbal demands/threats, cursing, name calling, making provocative comments, asking unrelated questions and negotiating ● Physical Aggression Toward Others/Objects hitting, punching, poking, kicking, choking, grabbing, standing on desks, invading peers space, spitting and physical posturing 	<ul style="list-style-type: none"> ● Curricular Revision <ul style="list-style-type: none"> ○ Is task/demand too difficult? ○ Too easy/boring? ○ Is it meaningful for the future? ○ Missing prerequisites? ● Instructional Revision <ul style="list-style-type: none"> ○ Is pace too fast/slow? ○ Is error rate too high? <ul style="list-style-type: none"> ■ Prompts? Prompting Sequence ○ Enough reinforcement? ○ Different response format? ○ Does everyone teach the same way? ● Peer tutor/work with peer Classwide Peer Tutoring
Behavioral Interventions - Strategies and Supports:	Consequence Strategies (What to do when behavior occurs):
<ul style="list-style-type: none"> ● Teach student a replacement behavior to “Request a break” and/or “ask for help” Teaching a Break <ul style="list-style-type: none"> ○ Teacher models and practices with student ○ Redirect/cue the use of the replacement behavior ● Allow choice - student chooses a preferred activity (before given a task/demand) to earn as a reward for completing the task/demand ● Use “First__Then__” statements to inform the student what they must do to obtain reward. First/Then Visual ● Follow a non-preferred task with the most preferred ● Offer alternative choices when presenting the demand (prior to problem behavior) ● Use frequent praise and social reinforcement when on task Reinforcement Ideas ● Provide reward for completing portions of work Token Economy 	<ul style="list-style-type: none"> ● Keep task/demand- Student doesn't get to escape the task until it is completed ● Provide reinforcement upon completion of original task/demand Reinforcement Ideas ● Delay reinforcement and preferred tasks until the task/demand is completed ● Review social skill/story Social Stories ● Time owed ● Limit attention when redirecting <ul style="list-style-type: none"> ● If the environment has been altered, have student restore AFTER the original task/demand has been met ● Physical prompting to assist with initiation of task Prompting Sequence <p>Avoid:</p> <ul style="list-style-type: none"> ● Time out ● Office time without work demand ● Restoration (clean up, apologies) until after work is completed ● One on one adult help in completing task

Some Ideas for Addressing Behavior by Function:

Attention Seeking:



(Behaviors are exhibited to obtain adult or peer attention.)

Behaviors that result in the individual receiving attention in any form from reminders, coercion, reprimands, conversations, laughter, eye contact to body language.

Characteristics	Antecedent Strategies (Prior to problem behavior):
<p>May look like but not limited to:</p> <ul style="list-style-type: none"> ● Inappropriate Verbal Responses - laughing loudly in class, making noises/singing in class, making verbal demands/threats, cursing, name calling, making provocative comments ● Inappropriate Physical Responses or Aggression Toward others/Objects/Implied - hitting, punching, poking, kicking, choking, grabbing, standing on desks, invading peers personal space, spitting and physical posturing ● Self Injurious Behavior - hitting, slapping, biting, eye gouging, hand mouthing, chin grinding, skin picking toward oneself. Banging head or other body parts on hard surfaces. Threats of harm to self. 	<ul style="list-style-type: none"> ● Check In Check Out is a program specifically designed to provide attention CICO ● Peer tutor/work with peer Classwide Peer Tutoring ● Provide attention with your proximity prior to problem behavior ● Schedule “check-ins” with the student (a timer can be used with this for numerous “check-ins” per period. (The timer can be silent just to remind the adult to do the check in or audible for both adult and student.) ● Social Stories to teach social skills such as: “How to Get Attention When I Want It”, “What Does Waiting Look Like?”, and/or “Is it Always My Turn?” Social Stories ● Increase attention/praise for appropriate skills ● Provide attention on a timed basis (Noncontingent Attention) ● Dependent Group Contingency - Hero Reward (the student earns reward and the whole class gets to experience the reward) Reward Ideas
Behavioral Interventions - Strategies and Supports:	Consequence Strategies (What to do when behavior occurs):
<ul style="list-style-type: none"> ● Teach acceptable alternative replacement behavior/skill (Functional Communication Training) to student on how to gain attention such as “ask for help/attention (Model and practice often) ● Teach the student to wait for attention once they are appropriately asking for attention <ul style="list-style-type: none"> ● Redirect /prompt neutrally (gesture if possible) to use appropriate “new replacement skill” Prompting Sequence ● Praise/give attention when replacement skill is performed ● Use “First ___ Then ___” statements to indicate how much wait time remains (e.g. “First <u>do 5 min of work</u>”, Then <u>we can play a game together.</u>”) First/Then Visual ● Praise/give attention for desired alternative behavior, ignore undesired behaviors ● Use a token economy to reinforce appropriate behaviors. Token Economy When you issue a token you also provide attention. 	<ul style="list-style-type: none"> ● Use Attention Extinction on problem behavior (Ignore the behavior). (This may cause a temporary increase in behavior so be prepared to be consistent in ignoring the behavior.) <ul style="list-style-type: none"> ● Time out from attention (do not provide) until appropriate replacement behavior/skill is performed. (Appropriate replacement behaviors/skills may be raising hand to request attention, asking to talk with adult/peer and/or asking for help. This appropriate skill is directly linked to the student getting attention.) ● Praise/give attention when replacement skill is performed ● Redirect /prompt neutrally (gesture if possible) to use appropriate “new replacement skill” Prompting Sequence <p>Avoid :</p> <ul style="list-style-type: none"> ● Verbal Reprimands ● Long talks about what to do better ● Office time where multiple adults may pass by and talk/attend

Some Ideas for Addressing Behavior by Function:

Obtain Tangibles:

(Behavior is exhibited to obtain something.)

Behaviors are exhibited so the student can obtain food, items, objects or preferred activities.

Characteristics	Antecedent Strategies (Prior to problem behavior):
<p>May look like but not limited to:</p> <ul style="list-style-type: none"> ● Inappropriate Verbal Responses: Yelling, screaming, crying, cursing, threatening ● Inappropriate Physical Responses or Aggression Towards Others/Objects: hitting desks, tables, walls, etc; hitting staff; kicking off shoes; hitting self; jumping up and down on furniture; falling to floor, rolling around, kicking, hitting, throwing objects 	<ul style="list-style-type: none"> ● Provide frequent (timed) access to the desired tangible/object activity (noncontingent access) ● Provide more frequent access through a token economy so Student can more frequently access desired tangible/object/activity Token Economy ● Schedule access to desired tangible/object/activity (noncontingent access) ● Offer choice <ul style="list-style-type: none"> ○ Activity, material, and/or partner ● Use social stories to teach Student about behavior and make him aware of what he needs to do to get what he wants
Behavioral Interventions - Strategies and Supports:	Consequence Strategies (What to do when behavior occurs):
<ul style="list-style-type: none"> ● Teach acceptable alternative or replacement behaviors to obtain access to desired tangible/object/activity ● Teach Waiting <ul style="list-style-type: none"> ● Use frequent praise and social reinforcement (smiles, enthusiastic responses) to reinforce appropriate alternative/replacement behavior to obtain access to tangible/object/activity. (Alternative/replacement behaviors are asking appropriately for access, completing ___ to access, requesting appropriately and waiting for access.) ● Use “First ___ Then ___” statements to indicate how much work remains (e.g. “First work, Then computer”) First/Then Visual ● Earn access - Provide more frequent access through a token economy so Student can more frequently access desired tangible/object/activity Token Economy Reinforcement Ideas 	<ul style="list-style-type: none"> ● Redirect/prompt to use appropriate “new replacement skill” Prompting Sequence ● Praise/provide tangible item when replacement skill is performed ● Deny access to desired tangible/object/activity (Extinction). ● Use “First ___ Then ___” statements to indicate how much work remains (e.g. “First <u>3 more</u>, Then <u>snack</u>”) First/Then Visual ● Time out from tangible/object /activity <ul style="list-style-type: none"> ● Use Response Cost - Student loses certain amount of access to desired tangible/object/activity based on undesired behaviors ● Use “Wait-time” <p>Avoid:</p> <ul style="list-style-type: none"> ● Access to tangible/object/activity following problem behavior. Make sure adequate time passes so the student does not associate access with problem behavior.



Some Ideas for Addressing Behavior by Function:

Automatic/Sensory:

(Behavior exhibited with/without demands or preferred activities/tangibles.)

Behavior that is not socially mediated, there does not need to be another person other than the behavior for the behavior to be exhibited.

Characteristics	Antecedent Strategies (Prior to problem behavior):
<ul style="list-style-type: none"> ● Perseverative Social Communication/Repetitive Behaviors: repeating preferred food items, repeating preferred activities or places he wants to go ● Stereotypic behaviors: hand flapping; hitting table/desk; clapping hands together, tapping feet on floor rapidly; moving legs up and down rapidly without floor; chewing on non-food items; head tilting backwards toward shoulders in jerking motion ● Self stimulation - inappropriate touching in public environments 	<ul style="list-style-type: none"> ● Use structured stim/sensory time (on a schedule) ● Allow access to a competing item at all times (an item the student will manipulate in place of the sensory behavior) ● Engage the student in incompatible behaviors (while engaging in the new, reinforced behavior, the undesirable sensory behavior cannot simultaneously be exhibited)
Behavioral Interventions - Strategies and Supports:	Consequence Strategies (What to do when behavior occurs):
<ul style="list-style-type: none"> ● Provide alternatives to self-stimulatory behaviors (theraputty/play dough, texture balls, OT approved chew items, etc.). These alternatives should replicate the same sensory sensation in a more appropriate manner. ● Use physical breaks/movement such as walks or exercise ● Teach student to ask for sensory time ● Use structured/earned sensory time <ul style="list-style-type: none"> ● Use “First ___ Then ___” statements to indicate how much work remains (e.g. “First work, Then sensory”) First/Then Visual ● Use token economy - reward with sensory toys/activities for appropriate/desired behaviors Token Economy ● Teach appropriate time and place for sensory activity ● Increase access to alternative source of stimulation (climbing, swinging, sand/rice/bean play, lotions/gack, sensory brush) 	<ul style="list-style-type: none"> ● Interrupt/redirect behavior (neutrally) <ul style="list-style-type: none"> ● Protective/sensory blocking equipment (e.g. helmet, headphones, glove, carpet square etc.) ● Redirect/prompt to use replacement skill to ask for sensory item or activity Prompting Sequence ● Praise/allow sensory activity when replacement skill is performed ● Use verbal redirection paired with physical prompt (touch on shoulder to get Student’s attention) Prompting Sequence ● Use verbal redirection with picture symbol/visual of “hands down” or “quiet” <ul style="list-style-type: none"> ● For stereotypic behaviors Student can be asked to hold or carry something (i.e. hand flapping, clapping, etc.) (Incompatible) ● For chewing on non-food items: Student can be given OT approved chew items for a more appropriate item to chew ● Praise and Reinforce the use of chew item ● Decrease amount of verbal prompting (This will result in less auditory stimulation for Student) <p>Avoid:</p> <ul style="list-style-type: none"> ● Timeout ● Withholding Attention

Confidentiality and Records

Confidentiality is the obligation not to disclose private information without permission.

What information is considered to be confidential?

Confidential information includes private or “personally identifiable information” such as the student’s name, name of the student’s family members, address, social security number, or any personal characteristics or other information that would make the student’s identity easily traceable. Particular attention should be paid to information regarding physical, mental, or emotional abuse; family problems; substance abuse; criminal behavior; sexual activity; or suicidal thoughts or acts.

The Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds. MISD is a district that receives federal funds so falls under FERPA guidance.

Confidentiality is an ethical responsibility and resides with the student and parent(s). It is important to respect an individual’s right to control personal information and access. Always act in the best interest of the student when making decisions to share **confidential** information.

Assignments for Counseling and Behavior Supports

Duties and Responsibilities

Behavior Strategist Duties:

- Collaborate with the Special Education Counselor and/or campus team in conducting FBA’s
- Collaborate with the Special Education Counselor and/or campus team in developing BIP’s.
- Collaborate with the Special Education Counselor and/or campus team to create and monitor behavioral IEP goals
- Take lead in training campus staff on BIP’s.
- Model BIP implementation as necessary.
- Take lead in ensuring weekly data collection and data sharing for BIP’s.
- Work directly with students as necessary
- Keep live logs of all services provided to students/campuses
- Ensure that each campus assigned to you has an appropriately trained Campus Behavior Team
- Conduct CPI Trainings and file all required documentation the same day of the training

Behavior Technician Responsibilities:

- Assist behavior strategist in training staff on BIP’s.
- Assist behavior strategist in modeling BIP implementation.
- Assist behavior strategist in BIP data collection and training.
- Assist behavior strategist with CPI training and documentation
- Work directly with students as necessary
- Keep live logs of all services provided to students/campuses

Request for Campus Behavior Support:

- Campus Administrator or counselor completes a Behavior Request Form detailing the current behavior challenge and any data collected on the behavior (e.g., frequency, intensity, duration).
- Gather any relevant, current assessment results, such as a Functional Behavior Assessment (FBA) and/or Behavior Intervention Plan (BIP).
- Submit any data that has been collected to allow for assessment of the effectiveness of the interventions by reviewing the frequency, intensity, duration, and complexity of the problem behaviors.
- Provide any Supports Currently Being Utilized: A list of current supports and other resources being implemented should be included to help inform future interventions.

Support provided by the Behavior Strategist

The behavior strategist can provide a range of services, such as:

- Assisting the campus team in developing and implementing tailored behavior strategies
- Assisting the team in analyzing data to study about the student's about behaviors and influences
- Guiding campus individuals and groups through processes of behavior change
- Assessing needs and developing plans for implementing behavior change
- Creating training sessions and workshops to promote behavior change
- Facilitating goal setting and providing guidance in achieving individual objectives
- Assisting the campus team in evaluating the success of behavior change initiatives.
- Training the campus team in implementing new strategies

Role of the Campus working with Behavior Strategist

- Meet with the behavior strategist and campus coordinator **every 2 weeks** to assess progress and plan next steps
- Follow recommendation from behavior strategist **with fidelity**
- provide an environment conducive to learning, with an emphasis on positive reinforcement and collaborative problem-solving.
- **Collect** behavioral data and **upload** to Google Drive weekly.

Resources

Texas Education Agency: <https://tea.texas.gov/>

The Texas Education Agency is the state agency that oversees primary and secondary public education. The work of TEA and the entire public school system is driven by laws created by the Texas Legislature and the U.S. Congress and administrative rules adopted by the commissioner of education, the State Board of Education, and the State Board for Educator Certification.

How is this site relevant to special education? This site provides access to most current state guidelines for state testing such as STAAR and STAAR Alt, accommodation resources, testing accountability, LEP guidelines, PEIMS data reporting, TEKS and many other resources.

Legal Framework: <https://framework.esc18.net/display/Webforms/LandingPage.aspx> The Legal Framework is a statewide leadership project partnering with the Texas Education Agency and Region 18 Education Service Center. The project which includes contacts from each educational service center is a compilation of state and federal requirements for special education organized by topic in a user-friendly format.

This site includes frameworks, publications, and resources helpful in the special education process. There is a glossary of terms and acronyms, links to laws, rules and guidance; and a search feature. How is this site relevant to special education? This site provides the legal framework in which governs decisions that are made by the ARDC.

Region One Education Service Center: <http://www.esc1.net/>

Region One is the local education center that serves educators, students, and parents by providing professional development, customized technical assistance, innovative products, and excellent services to improve student outcomes, enable districts to operate efficiently and economically, and implement state initiatives.

How is this site relevant to special education? This site provides information with regards to staff development available throughout the calendar year for staff and parents.

McAllen ISD School Board Policy: <http://pol.tasb.org/Home/Index/637>

Local school board policy provides governing policies for staff and students. Student code of conduct and employee handbook are created from local policy procedures.

How is this site relevant to special education? MISD local policy is updated and aligned to the Legal Framework when it comes to special education policies.

Texas Project First: <http://texasprojectfirst.org/>

Texas Project First is a project of Family to Family Network and an activity of the Texas Continuing Improvement Process under the auspices of the Texas Education Agency and Region 9 Service Center and is focused on helping to fulfill the goals of TEA and the Parent Coordination Network. How is this site relevant to special education? This site provides information with regards to the ARD process, identification, resources and more for parents. It is also a helpful research tool for special education staff to become aware of additional resources available for students and parents.

Individuals with Disabilities Education Act Manual:

<https://disabilityrightstx.org/en/publication/idea-manual/> The ARC of Texas provides parents with requirements of IDEA and Texas Law.



INDEPENDENT SCHOOL DISTRICT

-SPECIAL EDUCATION- DEPARTMENT



Every Student, Every Day

McAllen ISD Special Education Department

Counseling Playbook Revised July 2023

**MCALLEN INDEPENDENT SCHOOL DISTRICT
Special Education Department**

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MISSION

McAllen ISD Counseling Special Education program provides a developmental counseling program that addresses the behavioral, emotional, and social well-being of every student promoting a sense of value, personal commitment, self-reliance, and self-empowerment.

VISION

The Counseling Special Education program serves to foster collaboration between school counselors, educators, parents, and community members to support the needs and goals of every student, while providing positive enduring results for student academic achievement and lifelong productive social-emotional development.

COUNSELING AS A RELATED SERVICE

Special Education Counseling is a related service that is required to assist a child with a disability and is provided by an appropriately certified or licensed professional.

Referral for counseling as a related service does not replace or is in lieu of the school counselor. Related services provided are in addition to and help supplement other education professionals; services must be educationally relevant in an academic school setting and should ask specific questions:

- Does the student need to be successful accessing the curriculum and whether related services are needed in order to participate as appropriate in the general education classroom?
- Is the student progressing in school? (emotional and behavioral problems did not appear to have a negative impact on educational performance as evidence by grades)

- Does the student have competencies to make counseling beneficial?
- Do the teachers and staff agree that removing the student from class (LRE) will do better than harm?

Working in partnership with parents and others on problems in a child’s living situation (home, school, and community) that affect the child’s adjustment in school, mobilizing school and community resources to enable the child to learn as effectively as possible in their educational program, assisting in developing positive behavioral intervention strategies do not fail in the realm of counseling. Furthermore, how counseling as a related service differs from psychotherapy is that counseling focuses on school – related service issues, is less intrusive, is considered to make educational progress and emphasizes practical and immediate application rather than development of insight.

SPECIAL EDUCATION COUNSELOR

The Special Education Counselor is responsible for implementing IEP counseling services and conducting counseling evaluations for special education at the secondary level.

Special education counseling is a specialization of school counseling that is concerned with the success of special needs students. The purpose of special education counseling is to ensure that special needs students and their families have access to the appropriate supports and interventions in order to facilitate improved achievement in school environment. Special education counseling is concerned with improving a student's ability to function in social, emotional, and behavioral capacities. Special education counselors advocate on the student’s behalf, collaborating with teachers to develop more effective support services for the child, or working with teachers and staff members to develop an understanding of the interventions in place to help the child succeed.

PROFESSIONAL SCHOOL COUNSELOR

According to American School Counselor Association, professional school counselors encourage and support all students’ academic, persona/social, and career development through comprehensive school counseling programs. Professional school counselors are committed to helping all students realize their potential and make adequate yearly progress despite challenges that may result from identified disabilities and other special needs.

Professional school counselors have increasingly important roles in working with students who have special needs. State and federal laws require schools to provide an equitable education for all students, including those with special needs. Components of federal laws such as due process, individual educational programs, least restrictive environment, and other plans for students with accommodations and modifications provide opportunities to use the professional school counselor’s skills to benefit students with special needs.

SPECIAL EDUCATION COUNSELING BEST PRACTICES

Special Education Counselors work as part of multi-disciplinary team to meet the individual needs of students. Special Education Counselors comply with laws and policies, collaborate, cooperate, and communicate with other professionals, organizations and parents with integrity and respect. Confidentiality is maintained of students served along with protecting the rights of all individuals. Special Education Counselors maintain a high standard of competence by continuing professional growth through

ongoing education and professional development. The welfare and needs of students are upheld with utmost value and respect by following strong ethical standards.

The following counseling logs must be used (student signature must be obtained at each counseling session):

<https://docs.google.com/document/d/1VyUvlKByKDOj0rLNZjttPUXfQEVmhlKJq8WZtBMope0/edit?usp=sharing>

GUIDELINES FOR COUNSELING SERVICES

When a student has not yet been identified with a disability: IDEA requires that FIE be comprehensive enough to evaluate for all areas of suspected disability AND related services.

Students already identified with a disability and is receiving special education services: IEP/ARD committee reviews current IEP and student data; if need for counseling services evaluation is determined, parental consent is obtained.

Special Education Counselors must obtain consent from parents prior to counseling any non – special education counseling student unless crisis criteria is met. The ARD committee should consider a number of factors or interventions before adding counseling as a related service. Emphasis should be placed on data:

- Context of behavior problems
- Existence of appropriate environmental supports and other interventions
- Use of positive behavioral interventions and supports, to address that behavior
- Refer to general education/grade level counselor
- Review/develop classroom accommodations, strategies, and behavior interventions
- Classroom Behavior Goals
- RTI
- Staffing
- Address documentation of intervention's success
- Request FBA/BIP
- Implement BIP interventions for 3 to 6 weeks (if no improvement re-staff)
- LRE considerations or least intrusive intervention

Students who may benefit from counseling as a related service:

- Desires change
- Has the ability to learn alternative problem – solving skills
- Has adequate cognitive ability
- Has adequate language skills
- Has self-regulatory skills
- Has executive functioning skills in order to be able to reflect
- Has the ability for self-awareness and self-reflection

Factors to consider in determining the amount of counseling services

- Consistent procedure for determine the amount of time
- Amount of time is appropriate to the specific service
- Range of time (if it is related to the needs of the individual student)
- Only under specified circumstances (unique needs of student)

Dismissal will be considered when a student no longer exhibits an educational need, or the ARD committee determines that the student no longer needs Counseling Services or needs other supports and services. Dismissal from counseling services should be based on data from a variety of sources, including teacher observations, parent input, mastery of IEP goals and objectives, performance on statewide assessments, disciplinary referrals, and any other relevant data. The decision to dismiss from a related service is determined by the ARD Committee and supporting documentation is included in the student's IEP document. The counselor may provide resources within the school if needed upon dismissal. Reasons for dismissal may include but not limited to:

- Academic performance is not severely impaired by emotional functioning
- Needs may be met through other school resources
- Lack of participation in the counseling process (must be replaced with alternate interventions)
- Little or no progress is made after repeated interventions
- Skills have reached a plateau and little or no change is expected
- Counseling goals have been mastered

Additional Requests for a Counseling/BIP Evaluations

For Counseling and BIP additional testing requests, the diag./psychologist should first consult with the Counselor to review and consider the concern and the referral request together. If the request is made by a parent it should be notated in the deliberations and the PWN that a request was made by the parent to have the student evaluated for a psychological evaluation. Consent SHOULD NOT be obtained WITHOUT first consulting with the campus counselor. If it is will collaborate in order to meet with the parent to obtain consent (SE: REED & Consent) or be provided with a PWN that states the refusal to test.

For a counseling request of FBA, diagnostician/psychologist should consult with the counselor and behavior staff to review the following data:

- teacher information
- discipline referrals
- grades
- attendance
- behavior information / charts
- any medical information / *Other Health Impairment or other Doctor information requests (if not already on file)
- Release and Consent for Confidential Information

Manifest Determinations

Whenever a child is going to be removed from their educational placement for more than ten days (either all at once or cumulative) then a Manifest Determination Review (MDR) is needed. If the child does not have a BIP or has one that is more than a year old, parent consent for a FBA must be requested within ten school days of the manifestation. If the child already has a BIP that is less than a year old it must be reviewed and revised if needed during the MDR.

FUNCTIONAL BEHAVIOR ASSESSMENTS (FBA) AND BEHAVIOR INTERVENTION PLANS (BIP)

How can an IEP Address Behavior?

When a child's behavior impedes the child's learning or that of others, the IEP Team must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior (34 CFR §300.324(a)(2)(i)). Additionally, the Team may address the behavior through annual goals in the IEP (34 CFR §300.320(a)(2)(i)). The child's IEP may include modifications in his or her program, support for his or her teachers, and any related services necessary to achieve those behavioral goals (34 CFR §300.320(a)(4)). If the child needs a BIP to improve learning and socialization, the BIP can be included in the IEP and aligned with the goals in the IEP. Prior to conducting a BIP, an FBA must be conducted to determine the function of the behavior.

What is a Functional Behavioral Assessment?

A functional behavioral assessment is an approach to figuring out why someone acts or behaves a certain way. It is the process of gathering and analyzing information about a person's behavior and accompanying circumstances to determine the purpose or intent (function) of the actions. These investigatory procedures, derived primarily from the orientation and methods of applied behavior analysis are also known as "functional behavioral analysis".

Why Conduct a Functional Behavioral Assessment?

By gathering data and conducting experiments that evaluate the effects of environmental variables on the behavior, concerned staff members can usually find the meaning (function) of the behaviors and determine why they are occurring. Understanding the functions, predictors, and consequences help us determine appropriate interventions. A behavior change program (Behavior Intervention Plan) can then be developed to help the student display more appropriate behavior in meeting his or her needs.

When Should a Functional Behavioral Assessment Be Conducted?

A functional behavioral assessment should be conducted as required by law for special education students. This could include:

- When the student's behavior impedes his/her learning or the learning of others
- When an ARD committee determines in a Manifestation Determination Review that the conduct was a manifestation of the child's disability
- When removals constitute a pattern of removals for similar behaviors
- When a removal constitutes a change of placement

A functional behavioral assessment could be done for any child:

- When you want to reduce problem behavior while promoting appropriate behavior
- When behavior is impeding his/her learning or the learning of others

Who Should Conduct a Functional Behavior Assessment?

- Conducting a Functional Behavioral Assessment is a team effort made up of Individuals who are involved in improving or eliminating the student's behavior. The ranges of individuals who can be involved are: administrators, counselors, teachers, parents, and paraprofessionals.

Possible Functions of Behavior

All behavior serves one of the following purposes (functions):

- To obtain or gain something (e.g., attention, money, good grades)
- To escape or avoid something (e.g., penalties, embarrassment, pain, fear)
- Sensory Stimulation

Some Things to Consider for Functional Behavioral Assessments

Functional behavior assessment is based upon the following assumptions:

- challenging behaviors do not occur in a vacuum
- behaviors are weakened or strengthened by the responses that follow them
- behavior is a form of communication
- "misbehavior" might be adaptive (justifiable and understandable) given the circumstances
- all behaviors demonstrated by all persons serve a function and have a purpose. If benefits didn't result from showing certain behavior, then individuals would stop doing them.

Writing The BIP

When Writing the BIP the following should be included:

- Target behaviors
- Specific measurable and observable goals
- Intervention description and method
- Start and frequency of intervention
- Method of evaluation
- Persons responsible for each part of the intervention and evaluation
- Data from evaluation

Some Additional Things to Consider When Writing the BIP

- All interventions should be positive behavior supports (based on reward rather than consequence)
- Data must be collected and maintained for record keeping purposes including:
 - Behavior charts and/or graphs representing progress on behavior charts
 - Frequency of any rewards earned
 - Frequency of use of any additional supports (cool down times, use of behavior regulation tools such as 5 Point behavior scale, sensory time, use of self-regulation curriculum such as Zones of Regulation)

Some Ideas for Addressing Behavior by Function:

Escape/Avoidance:



(Behavior is to escape/avoid a task/demand)

A number of seemingly uncorrelated behavior may be exhibited to escape/avoid task/demands.

Characteristics	Antecedent Strategies/Modifications to task/demand (Prior to problem behavior):
<p>May look like but not limited to:</p> <ul style="list-style-type: none"> ● Non-Compliance - not following direction when given a request, ignoring requests and continuing with desired task, not completing work, leaving assigned area, head down/ignoring/shutting down ● Inappropriate Verbal Responses- verbal demands/threats, cursing, name calling, making provocative comments, asking unrelated questions and negotiating ● Physical Aggression Toward Others/Objects hitting, punching, poking, kicking, choking, grabbing, standing on desks, invading peers space, spitting and physical posturing 	<ul style="list-style-type: none"> ● Curricular Revision <ul style="list-style-type: none"> ○ Is task/demand too difficult? ○ Too easy/boring? ○ Is it meaningful for the future? ○ Missing prerequisites? ● Instructional Revision <ul style="list-style-type: none"> ○ Is pace too fast/slow? ○ Is error rate too high? <ul style="list-style-type: none"> ■ Prompts? Prompting Sequence ○ Enough reinforcement? ○ Different response format? ○ Does everyone teach the same way? ● Peer tutor/work with peer Classwide Peer Tutoring
Behavioral Interventions - Strategies and Supports:	Consequence Strategies (What to do when behavior occurs):
<ul style="list-style-type: none"> ● Teach student a replacement behavior to “Request a break” and/or “ask for help” Teaching a Break <ul style="list-style-type: none"> ○ Teacher models and practices with student ○ Redirect/cue the use of the replacement behavior ● Allow choice - student chooses a preferred activity (before given a task/demand) to earn as a reward for completing the task/demand ● Use “First__ Then__” statements to inform the student what they must do to obtain reward. First/Then Visual ● Follow a non-preferred task with the most preferred ● Offer alternative choices when presenting the demand (prior to problem behavior) ● Use frequent praise and social reinforcement when on task Reinforcement Ideas ● Provide reward for completing portions of work Token Economy 	<ul style="list-style-type: none"> ● Keep task/demand- Student doesn’t get to escape the task until it is completed ● Provide reinforcement upon completion of original task/demand Reinforcement Ideas ● Delay reinforcement and preferred tasks until the task/demand is completed ● Review social skill/story Social Stories ● Time owed ● Limit attention when redirecting ● If the environment has been altered, have student restore AFTER the original task/demand has been met ● Physical prompting to assist with initiation of task Prompting Sequence <p>Avoid:</p> <ul style="list-style-type: none"> ● Time out ● Office time without work demand ● Restoration (clean up, apologies) until after work is completed ● One on one adult help in completing task

Some Ideas for Addressing Behavior by Function:

Attention Seeking:



(Behaviors are exhibited to obtain adult or peer attention.)

Behaviors that result in the individual receiving attention in any form from reminders, coercion, reprimands, conversations, laughter, eye contact to body language.

Characteristics	Antecedent Strategies (Prior to problem behavior):
<p>May look like but not limited to:</p> <ul style="list-style-type: none"> ● Inappropriate Verbal Responses - laughing loudly in class, making noises/singing in class, making verbal demands/threats, cursing, name calling, making provocative comments ● Inappropriate Physical Responses or Aggression Toward others/Objects/Implied - hitting, punching, poking, kicking, choking, grabbing, standing on desks, invading peers personal space, spitting and physical posturing ● Self Injurious Behavior - hitting, slapping, biting, eye gouging, hand mouthing, chin grinding, skin picking toward oneself. Banging head or other body parts on hard surfaces. Threads of harm to self. 	<ul style="list-style-type: none"> ● Check In Check Out is a program specifically designed to provide attention CICO ● Peer tutor/work with peer Classwide Peer Tutoring ● Provide attention with your proximity prior to problem behavior ● Schedule “check-ins” with the student (a timer can be used with this for numerous “check-ins” per period. (The timer can be silent just to remind the adult to do the check in or audible for both adult and student.) ● Social Stories to teach social skills such as: “How to Get Attention When I Want It”, “What Does Waiting Look Like?”, and/or “Is it Always My Turn?” Social Stories ● Increase attention/praise for appropriate skills ● Provide attention on a timed basis (Noncontingent Attention) ● Dependent Group Contingency - Hero Reward (the student earns reward and the whole class gets to experience the reward) Reward Ideas
Behavioral Interventions - Strategies and Supports:	Consequence Strategies (What to do when behavior occurs):
<ul style="list-style-type: none"> ● Teach acceptable alternative replacement behavior/skill (Functional Communication Training) to student on how to gain attention such as “ask for help/attention (Model and practice often) ● Teach the student to wait for attention once they are appropriately asking for attention ● Redirect /prompt neutrally (gesture if possible) to use appropriate “new replacement skill” Prompting Sequence ● Praise/give attention when replacement skill is performed ● Use “First ___ Then ___” statements to indicate how much wait time remains (e.g. “First <u>do 5 min of work</u>”, Then <u>we can play a game together.</u>”) First/Then Visual ● Praise/give attention for desired alternative behavior, ignore undesired behaviors ● Use a token economy to reinforce appropriate behaviors. Token Economy When you issue a token you also provide attention. 	<ul style="list-style-type: none"> ● Use Attention Extinction on problem behavior (Ignore the behavior). (This may cause a temporary increase in behavior so be prepared to be consistent in ignoring the behavior.) ● Time out from attention (do not provide) until appropriate replacement behavior/skill is performed. (Appropriate replacement behaviors/skills may be raising hand to request attention, asking to talk with adult/peer and/or asking for help. This appropriate skill is directly linked to the student getting attention.) <ul style="list-style-type: none"> ● Praise/give attention when replacement skill is performed ● Redirect /prompt neutrally (gesture if possible) to use appropriate “new replacement skill” Prompting Sequence Avoid : ● Verbal Reprimands ● Long talks about what to do better ● Office time where multiple adults may pass by and talk/attend

Some Ideas for Addressing Behavior by Function:

Obtain Tangibles:

(Behavior is exhibited to obtain something.)



Behaviors are exhibited so the student can obtain food, items, objects or preferred activities.

Characteristics	Antecedent Strategies (Prior to problem behavior):
<p>May look like but not limited to:</p> <ul style="list-style-type: none"> ● Inappropriate Verbal Responses: Yelling, screaming, crying, cursing, threatening ● Inappropriate Physical Responses or Aggression Towards Others/Objects: hitting desks, tables, walls, etc; hitting staff; kicking off shoes; hitting self; jumping up and down on furniture; falling to floor, rolling around, kicking, hitting, throwing objects 	<ul style="list-style-type: none"> ● Provide frequent (timed) access to the desired tangible/object activity (noncontingent access) ● Provide more frequent access through a token economy so Student can more frequently access desired tangible/object/activity Token Economy ● Schedule access to desired tangible/object/activity (noncontingent access) ● Offer choice <ul style="list-style-type: none"> ○ Activity, material, and/or partner ● Use social stories to teach Student about behavior and make him aware of what he needs to do to get what he wants
Behavioral Interventions - Strategies and Supports:	Consequence Strategies (What to do when behavior occurs):
<ul style="list-style-type: none"> ● Teach acceptable alternative or replacement behaviors to obtain access to desired tangible/object/activity ● Teach Waiting ● Use frequent praise and social reinforcement (smiles, enthusiastic responses) to reinforce appropriate alternative/replacement behavior to obtain access to tangible/object/activity. (Alternative/replacement behaviors are asking appropriately for access, completing ___ to access, requesting appropriately and waiting for access.) ● Use “First ___ Then ___” statements to indicate how much work remains (e.g. “First <u>work</u>, Then <u>computer</u>”) First/Then Visual <ul style="list-style-type: none"> ● Earn access - Provide more frequent access through a token economy so Student can more frequently access desired tangible/object/activity Token Economy Reinforcement Ideas 	<ul style="list-style-type: none"> ● Redirect/prompt to use appropriate “new replacement skill” Prompting Sequence ● Praise/provide tangible item when replacement skill is performed ● Deny access to desired tangible/object/activity (Extinction). ● Use “First ___ Then ___” statements to indicate how much work remains (e.g. “First <u>3 more</u>, Then <u>snack</u>”) First/Then Visual ● Time out from tangible/object /activity ● Use Response Cost - Student loses certain amount of access to desired tangible/object/activity based on undesired behaviors ● Use “Wait-time” <p>Avoid:</p> <ul style="list-style-type: none"> ● Access to tangible/object/activity following problem behavior. Make sure adequate time passes so the student does not associate access with problem behavior.

Some Ideas for Addressing Behavior by Function:



Automatic/Sensory:

(Behavior exhibited with/without demands or preferred activities/tangibles.)

Behavior that is not socially mediated, there does not need to be another person other than the behavior for the behavior to be exhibited.

Characteristics	Antecedent Strategies (Prior to problem behavior):
<ul style="list-style-type: none"> ● Perseverative Social Communication/Repetitive Behaviors: repeating preferred food items, repeating preferred activities or places he wants to go ● Stereotypic behaviors: hand flapping; hitting table/desk; clapping hands together, tapping feet on floor rapidly; moving legs up and down rapidly without floor; chewing on non-food items; head tilting backwards toward shoulders in jerking motion ● Self stimulation - inappropriate touching in public environments 	<ul style="list-style-type: none"> ● Use structured stim/sensory time (on a schedule) <ul style="list-style-type: none"> ● Allow access to a competing item at all times (an item the student will manipulate in place of the sensory behavior) ● Engage the student in incompatible behaviors (while engaging in the new, reinforced behavior, the undesirable sensory behavior cannot simultaneously be exhibited)
Behavioral Interventions - Strategies and Supports:	Consequence Strategies (What to do when behavior occurs):
<ul style="list-style-type: none"> ● Provide alternatives to self-stimulatory behaviors (theraputty/play dough, texture balls, OT approved chew items, etc.). These alternatives should replicate the same sensory sensation in a more appropriate manner. ● Use physical breaks/movement such as walks or exercise ● Teach student to ask for sensory time ● Use structured/earned sensory time ● Use “First ___ Then ___” statements to indicate how much work remains (e.g. “First work, Then sensory”) First/Then Visual ● Use token economy - reward with sensory toys/activities for appropriate/desired behaviors Token Economy ● Teach appropriate time and place for sensory activity ● Increase access to alternative source of stimulation (climbing, swinging, sand/rice/bean play, lotions/gack, sensory brush) 	<ul style="list-style-type: none"> ● Interrupt/redirect behavior (neutrally) <ul style="list-style-type: none"> ● Protective/sensory blocking equipment (e.g. helmet, headphones, glove, carpet square etc.) ● Redirect/prompt to use replacement skill to ask for sensory item or activity Prompting Sequence ● Praise/allow sensory activity when replacement skill is performed ● Use verbal redirection paired with physical prompt (touch on shoulder to get Student’s attention) Prompting Sequence ● Use verbal redirection with picture symbol/visual of “hands down” or “quiet” <ul style="list-style-type: none"> ● For stereotypic behaviors Student can be asked to hold or carry something (i.e. hand flapping, clapping, etc.) (Incompatible) ● For chewing on non-food items: Student can be given OT approved chew items for a more appropriate item to chew ● Praise and Reinforce the use of chew item ● Decrease amount of verbal prompting (This will result in less auditory stimulation for Student) <p>Avoid:</p> <ul style="list-style-type: none"> ● Timeout ● Withholding Attention

CRITICAL INCIDENT PROTOCOL

McAllen ISD School personnel have a legal and ethical responsibility to recognize and respond to suicide ideation and behavior. All campus staff receive training annually on the warning signs and referral procedures for students who display signs of suicidal thinking and behavior. All MISD Schools have mental health supports that are explicitly connected to both school safety and learning outcomes. MISD campus Counselors and Nurses also follow prevention efforts and practices to address non-suicidal self-injury (NSSI or “cutting”). While the behavior is typically not associated with suicide thinking, it is seen as a need of someone in distress. In either situation, counselors follow a district protocol to screen the level of ideation and provide guidance for students and parents.

CONFIDENTIALITY, STUDENT RECORDS AND SERVICES

Confidentiality is the obligation not to disclose private information without permission.

What information is considered to be confidential?

Confidential information includes private or “personally identifiable information” such as the student’s name, name of the student’s family members, address, social security number, or any personal characteristics or other information that would make the student’s identity easily traceable. Particular attention should be paid to information regarding physical, mental, or emotional abuse; family problems; substance abuse; criminal behavior; sexual activity; or suicidal thoughts or acts.

The Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds. MISD is a district that receives federal funds so falls under FERPA guidance. Confidentiality is an ethical responsibility and resides with the student and parent(s). It is important to respect an individual’s right to control personal information and access. Always act in the best interest of the student when making decisions to share confidential information.

Confidentiality in Counseling

RESOURCES

Texas Education Agency: <http://tea.texas.gov/>

The Texas Education Agency is the state agency that oversees primary and secondary public education.

The work of TEA and the entire public school system is driven by laws created by the Texas Legislature and the U.S. Congress and administrative rules adopted by the commissioner of education, the State Board of Education, and the State Board for Educator Certification.

How is this site relevant to special education? This site provides access to most current state guidelines for state testing such as STAAR and STAAR Alt, accommodation resources, testing accountability, LEP guidelines, PEIMS data reporting, TEKS and many other resources.

Legal Framework: <https://framework.esc18.net/display/Webforms/LandingPage.aspx>

The Legal Framework is a statewide leadership project partnering with the Texas Education Agency and Region 18 Education Service Center. The project which includes contacts from each educational service center is a compilation of state and federal requirements for special education organized by topic in a user-friendly format.

This site includes frameworks, publications, and resources helpful in the special education process. There is a glossary of terms and acronyms, links to laws, rules, and guidance; and a search feature.

How is this site relevant to special education? This site provides the legal framework in which govern decisions that are made by the ARDC.

Region One Education Service Center: <http://www.esc1.net/>

Region One is the local education center that serves educators, students, and parents by providing professional development, customized technical assistance, innovative products, and excellent services to improve student outcomes, enable districts to operate efficiently and economically, and implement state initiatives.

How is this site relevant to special education? This site provides information with regards to staff development available throughout the calendar year for staff and parents.

McAllen ISD School Board Policy: <http://pol.tasb.org/Home/Index/637>

Local school board policy provides governing policies for staff and students. Student code of conduct and employee handbook are created from local policy procedures.

How is this site relevant to special education? MISD local policy is updated and aligned to the Legal Framework when it comes to special education policies.

Texas Project First: <http://texasprojectfirst.org/>

Texas Project First is a project of Family to Family Network and an activity of the Texas Continuing Improvement Process under the auspices of the Texas Education Agency and Region 9 Service Center and is focused helping to fulfill the goals of TEA and the Parent Coordination Network.

How is this site relevant to special education? This site provides information with regards to the ARD process, identification, resources and more for parents. It is also a helpful research tool for special education staff to become aware of additional resources available for students and parents.

Individuals with Disabilities Education Act Manual: <https://www.thearcoftexas.org/idea-manual/>

The ARC of Texas provides parents with requirements of IDEA and Texas Law.

**McAllen Independent School District
Assignments for Counseling and Behavior Supports
for SPED Students
2023-2024**

Vertical Team	MCHI	MEMORIAL	ROWE
Coordinator	Karla Barnett-Bermea	Leonel Ramirez	Maggie Acosta, Ph.D.
SPED Counselor	John Brooks *McHi, Morris	Melissa Martinez *Memorial, Cathey	Leopoldo Ramirez *Rowe, STRIDES
SPED Counselor	Lucy Chapa *Fields, Perez, Rayburn, Milam, Wilson, Thig-pen Zavala, Houston	Karina Richmond *Brown, De Leon, Travis, Fossum, Jackson, Escandon, Gonzalez, Roosevelt	Cristina Casas *Castaneda, Sanchez, Hendricks, McAuliffe, Seguin, Garza, Alvarez
Behavior Strategist	Ivette Andrade/ Jacqueline Espinosa	Ivette Andrade *Jackson	Jacquelin Espinosa *Seguin
Behavior Technician	Leila Tossou/ Cynthia Mata	Leila Tossou *Houston	Cynthia Mata *Seguin

Special Education Counseling Duties:

- Take lead in collaborating with the campus team in conducting FBA's.
- Take lead in developing, BIP's with the campus team.
- Conduct counseling evaluations.
- Provide IEP counseling sessions.
- Create and monitor counseling and behavioral IEP goals.

Behavior Strategist Duties:

- Collaborate with the Special Education Counselor and/or campus team in conducting FBA's
- Collaborate with the Special Education Counselor and/or campus team in developing BIP's.
- Collaborate with the Special Education Counselor and/or campus team to create and monitor behavioral IEP goals
- Take lead in training campus staff on BIP's.
- Model BIP implementation as necessary.
- Take lead in ensuring weekly data collection and data sharing for BIP's.
- Work directly with students as necessary
- Ensure that each campus assigned to you has an appropriately trained Campus Behavior Team
- Conduct CPI Trainings and file all required documentation the same day of the training

Behavior Technician Responsibilities:

- Assist behavior strategist in training staff on BIP's.
- Assist behavior strategist in modeling BIP implementation.

- Assist behavior strategist in BIP data collection and training.
- Assist behavior strategist with CPI training and documentation
- Work directly with students as necessary



SPECIAL EDUCATION DEPARTMENT
Request for Behavior Support Services

Campus		Submitted By	
Student		Date Submitted to	
ID Number		Campus SPED	
		Coordinator	

Request must be submitted with any information that will assist in studying the behavioral history of the student. Please attach copies of the last four weeks of any behavior chart that has been used as well as a history of any rewards and/or consequences that have been given (how often has the student received rewards/consequences?).

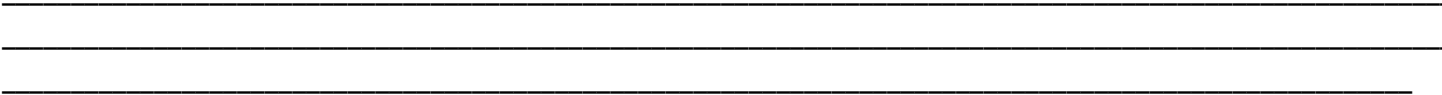
	Behaviors Observed	F		Behaviors Observed	F
	Physical aggression towards peers			Running out of Building	
	Physical aggression towards adults			Refusal to Complete Tasks	
	Verbal aggression towards peers			Verbal Disruption of Instruction	
	Verbal aggression towards adults			Vulgar Language	
	Inability to make friends			Whining	
	Throwing objects			Threatening Others	
	Destruction of Property			Inappropriate writing/drawing	
	Refusing to complete tasks			Inappropriate sexual behaviors	
	Refusing to stay in assigned area			Other:	
	Running out of Classroom			Other:	

F=Frequency Da=Daily MD=Multiple times per day W=Weekly MW=Multiple times per week

	Interventions	E		Interventions	E
	BIP			Counseling	
	Behavior Chart			Individual Schedule	
	Removed from class			Behavior Regulation Tool	
	Adult Mentor			Preferential Seating	
	Sensory			Other:	

E=Effective Y=Yes N=No

Please provide a brief description of the type of support needed:





INDEPENDENT SCHOOL DISTRICT

-SPECIAL EDUCATION- DEPARTMENT



Every Student, Every Day

McAllen ISD Special Education Department

Diagnostician/School Psychologist Playbook

Revised June 2023

A Guide for Diagnosticians and School Psychologists

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Job Descriptions

Educational Diagnostician

A Diagnostician's primary role is to conduct educational evaluations to support identification for special education and individualized plans as part of initial, additional and 3-year evaluations for students. The Diagnostician's assignments include supporting the campus special education teacher(s) with ARD implementation, reviewing and locking ARDs, providing training and support, reporting PEIMS data on a timely basis, maintaining logs and records for timelines, communicating with parents and campus administrators, and facilitating compliance for all staff. Other additional duties are performed as assigned. The campus Diagnostician plays a vital role in being the main contact for special education related questions at the campus level. Additionally, the Diagnostician is responsible for training teachers on all aspects of the ARD process including paperwork and SuccessEd.

School Psychologist

A School Psychologist primary role is to conduct psychoeducational and psychological evaluations to support identification for special education and individualized plans as part of initial, additional and 3-year evaluations for students. The School Psychologist's assignments include supporting the campus special education teacher(s) with ARD implementation, reviewing and locking ARDs, providing training and support, reporting PEIMS data on a timely basis, maintaining logs and records for timelines, communicating with parents and campus administrators, and facilitating compliance for all staff. In some cases counseling services may be required. Other additional duties are performed as assigned. The School Psychologist plays a vital role in being the main contact for special education related questions at the campus level. Additionally, the School Psychologist is responsible for training teachers on all aspects of the ARD process including paperwork and SuccessEd.

Additional Campus Responsibilities for Evaluation Staff

Duties may include, on a campus-based need:

- Campus trainings on disabilities, accommodations, special education process, and disability awareness on students identified with a speech and/or language disability
- During case management ARDs provide parents with community resources (Autism support groups, SDMAs, etc.)
- Communication and collaboration as needed with teachers (GenEd & SpEd, counselor (GenEd & SpEd), campus administration (Prin., Asst. Prin.), social worker, and assessment personnel
- Transfer student records requests
- Attend Initial Referral Committee Meetings to review campus and parent requests for an evaluation
- Review parent requests for possible referral to special education
- Train teachers on ARD Paperwork and SuccessEd
- Complete requests for student records from coordinator

- Other duties as assigned by the campus (such as helping with STAAR testing or Duty)

Initial Referral Information

Students who are struggling in the general classroom should be considered for support services at first or referred for a special education evaluation under IDEA in lieu of receiving support services. If a student continues to have trouble in the general classroom with the provision of support services or the student's needs cannot be addressed only through the provision of support services, the school must refer the student for a full individual and initial evaluation under IDEA. A student is not required to be provided with support services for a specific amount of time prior to a referral being made for a full individual and initial evaluation.

There are 13 areas of disability that the Special Education department is responsible for identifying. Each campus has a Speech Language Pathologist, Educational Diagnostician and/or a Licensed Specialist in School Psychology that is responsible for reviewing and evaluating students after the campus has gathered student referral information and obtained written parental consent. Formal assessment must be completed within 45 school days from date of parent consent and presented to the Admission Review and Dismissal Committee (ARDC) within 30 calendar days of completed evaluation. Timelines may change towards the end of the school year. Click link for more information on the process: [Initial Referral Process](#)

If the student evaluation supports an educational need and the student meets at least 1 of the 13 areas of identification, the campus ARDC will determine need for program services based on the student's present levels of performance and recommended accommodations and/or modifications. See link for Disability Conditions and Eligibility Definitions: <https://childfindtx.tea.texas.gov/eval-disability-criteria.html>

The following serves as a guide when considering an initial evaluation for each area listed:

- For suspected Autism, (AU): McAllen ISD requires a request for a Psychological Evaluation with a FBA and possible BIP, a Speech evaluation and a Counseling evaluation.
- For suspected Emotional Disturbance, (ED): McAllen ISD requires a request for a Psychological Evaluation with an FBA and possible BIP, a Speech evaluation, and a Counseling Evaluation.

A referral for a full individual and initial evaluation may be made at any time by school personnel, the student's parents or legal guardian, or another person involved in the education or care of a student. Note that if school personnel suspect that a child has a disability and needs special education and related services, a referral for a full individual and initial evaluation must be made. Response to Intervention Federal law directs schools to focus on helping all children learn by addressing problems early.

Initial Referral Folder Review Overview

The following outlines the procedures to review Initial Referral Folders:

- Counselor will create an initial folder with documentation
- Campus will send a representative (admin and counselor) to the Sped department every third Thursday at a designated time to review initial referrals.
- A diagnostician/Psychologist and SLP will be randomly assigned to sit in this meeting.
- Campus counselor will submit a list of students that will be reviewed must be sent to the coordinators by Monday of that week, no other student folders will be reviewed.
- Incomplete folders will not be reviewed.
- Please stick to your assigned time slot.

Campus Request for Evaluation- Procedures

When a special education referral request is made by campus staff, the following outlines the procedures:

1. Campus Staff contacts Campus Counselor when an Initial Referral request is being made by the campus.
2. Campus Counselor will send Sped coordinators a list of all students (including ID#) that will be reviewed at the meeting (no additional students will be reviewed), by Monday of the week that the meeting will happen.
3. Each student folder being reviewed must include the following sections w/cover pages (data/information):
 - a. RtI Initial Referral, and plans to date (include progress monitoring on targeted skill areas of need)
 - b. PERM folder information
 - c. Home language survey
 - d. Vision & Hearing Screening
 - e. TELPAS History
 - f. Attendance Records and Report Cards
 - g. Cumulative STAAR Report from DMAC
 - h. Historical Data for Reading (MAPS, I-Ready, I-Station, Amplify, F&P, Circle)
 - i. Dyslexia Checklist (must include New K-1 Screener Data Input Form)
 - j. Speech Checklist
 - k. Writing Samples over period time
4. Incomplete folders will not be reviewed.
5. Campus staff (admin and counselor) will meet at the special education office at the designated time and date. A random diag./Psychologist/SLP will be assigned.
6. If the committee agrees to move forward with an initial referral, an initial referral packet will be issued at that time.
7. Campus Counselor contacts parent to begin the initial referral process for Special Education eligibility

8. Counselor ensures that all items are collected and included from the Initial Referral Packet. Items shall be collected within 5 school days
9. Counselor reviews completion of collected documents with Campus Evaluator (SLP, Educational Diagnostician, Psychologist) and collects assessment staff signature on checklist page verifying review of data collection.
10. Once consent is obtained, the Counselor will be responsible for turning in the initial referral packet to the special education office by the end of the next day.

Parent Request for Evaluation (Campus must respond within **15 school days** of its proposal or refusal to evaluate the student)

- Items 1-10 must be completed within 15 school days.
- Campus response to parent must be either a notice of refusal to evaluate or signed consent (within 15 school days).
- Completed initial referral packets (with signed consents) must be dropped off to the special education office by the end of the next school day.
- **All documentation is still required**

Click the link for more information on the initial referral committee process: [Initial Referral Process](#)

Please note:

Any student diagnosed with “chronic depression” should be referred to special education for a psychological evaluation. This condition must be diagnosed by a psychiatrist. The key word is “chronic”, meaning it can last for years or be lifelong.

The correlation with special education is to an eligibility of an Emotional Disturbance, (ED), in which the condition has to have *existed over a long period of time and to a marked degree that adversely affects a child's educational performance.* This is the possible eligibility we look for in these cases, but it does not make it automatic that the child will qualify once an Psychologist completes their evaluation.

In considering referral, "recurrent episode" needs clarification as to how long this has been recurring. If it has been recurring over a period of time and also to a marked degree, that is enough for a possible referral.

Furthermore, when considering eligibility for ED, Psychologists typically consider "a long period of time" to be at least six months.

Depression itself is not necessarily a reason to refer for specialized instruction, unless the campus feels that the depression has been present over a period of time and to a marked degree that is affecting educational / behavioral performance.

Prescribed medication, or lack thereof, should not be a factor in determining whether or not to refer the student, so whether a child is prescribed something or not should not matter if the

educational / emotional performance is affected, and campuses should move forward with a referral.

McAllen ISD Special Education has directed campuses to be sure to **refer to 504** for Depression during the 45 school day testing window, regardless of the severity, and regardless if the student is being referred for special education, because some support should be in place in the event the child does not qualify for Special Education.

Emergent Bilingual Assessment

The identification of a suspected disability condition in students that are English learners (ELs)/ Emergent Bilingual (EB) requires an investigation into the cultural, linguistic, and educational background of the student. There is a typical progression of skills that occurs during second language acquisition that could appear as a disability condition. It is important to understand that a student with a suspected disability condition would be expected to demonstrate difficulties in the student's primary language as well as English.

Initial Referral Distribution

Initial referrals will primarily be assigned to home campus assessment personnel, then be proportionally assigned to other assessment staff based on location. Because secondary schools have less initial referrals than elementary schools, a round robin system of distribution will be used. Once an evaluation is completed by assessment personnel, they must email all campus assessment personnel responsible for presenting the evaluation.

A considerable effort will be made to ensure the workload between assessment staff is as evenly distributed as possible. Caseload size, number of initial referrals, re-evaluations pending, and location are taken into consideration when assigning initials.

In an effort to reduce driving, campuses have been grouped into three geographical zones. On rare occasions you may be assigned initial referrals not in your zone.

Initial Referral Timelines

All possible efforts must be made to ensure timelines are met. In general once a parent signs consent the school has 45 school days to complete the evaluation followed by 30 calendar days from the date that the report is finished to present the evaluation.

Click Link for information: [Special Education Initial Referral Timelines](#)

Timelines change towards the end of the school year.

Click Link for End of the Year Timelines: [Special Education EOY Timelines](#)

If a parent refuses to make their child available to test, documentation must be kept and submitted to the special education office. Documentation must also be kept in the Contact Form on SuccessEd (include all phones calls, texts, email and home visit attempts).

- If after the first 2-week period of the 45-day timeline, parent continues to refuse to make their child available to be evaluated, submit via email the parent contact log along with Student's Name, ID, D.O.B., and home and mailing address to the coordinator assigned to you and CC me. I will provide you with the MISD Notice #1- Attempt to Continue to Evaluate letter, that you can email (with a delivery and read receipt). I will also be sending the letter (certified mail).
- We will continue to make attempts to have the student brought in for testing.
- If a parent continually refuses to make their child available to be evaluated a MISD Notice #2- Attempt to Evaluate, will be sent to the parent. An updated parent contact log along with the Student's Name, ID, D.O.B., and home and mailing address to the coordinator assigned to your and CC me.

If a child has more than 3 absences and you are in danger of not meeting a timeline contact your coordinator to calculate the new timeline. As always, detailed documentation must be kept and submitted to your coordinator.

If after the initial evaluation occurs, and parents have not agreed to have an ARD, have the ARD after the second notice. This should occur within 30 calendar days from the completion of the FIIE.

As always, document attempts to evaluate children as well as attempts to schedule ARDs. If you are in danger of not meeting a deadline contact your coordinator at least two weeks in advance.

Additional Testing Requests

For OT and PT requests, contact teacher submits the following:

- teacher reference form
- case manager will request OT/PT prescription
- OT Referral Form:
<https://docs.google.com/document/d/1py8ax4U0t1-xNhle1q6Ug3YqcMHVGRMZ/edit?usp=sharing&oid=113848764414005079633&rtpof=true&sd=true>

Speech Requesting Additional Testing

For Speech only students, for additional testing requests, the speech pathologist should first consult with the campus diag./psych. to review and consider the referral together. When a speech pathologist is requesting additional assessment, the following needs to be submitted:

- teacher information
- student data, such as grades, STAAR scores, benchmark scores, any and all academic history
- RTI/504 information

- LPAC recommendations
- Home language survey
- Attendance
- Linguistic accommodations
- Skyward discipline report
- Vision/Hearing screening
- Release and Consent for Confidential Information
- Other Health Impairment or other Doctor information requests

Diag./Psychologist Requesting Additional Speech Testing

For speech additional testing requests, the campus diagnostician/psychologist should first consult with the speech pathologist to review and consider the concern and the referral request together. If the request is made by a parent it should be notated in the deliberations and the PWN that a request was made by the parent to have the student evaluated for a speech evaluation. Consent **SHOULD NOT** be obtained **WITHOUT** first consulting with a speech pathologist. If it is decided that the student **WILL NOT** be evaluated the campus diagnostician/psychologist along with the speech pathologist will collaborate in order to meet with the parent to obtain consent (SE: REED & Consent) or be provided with a PWN that states the refusal to test.

For Additional Requests for a Counseling Evaluation or FBA

For counseling & behavior additional testing requests, the diag./psychologist should first consult with the counselor & behavior strategist to review and consider the concern and the referral request together. If the request is made by a parent it should be notated in the deliberations and the PWN that a request was made by the parent to have the student evaluated for a psychological evaluation. Consent **SHOULD NOT** be obtained **WITHOUT** first consulting with campus counselor & behavior strategist. If it is decided that the student **WILL NOT** be evaluated the campus diag./psychologist along with the campus counselor & behavior strategist will collaborate in order to meet with the parent to obtain consent (SE: REED & Consent) or be provided with a PWN that states the refusal to test.

For a counseling request for FBA, diagnostician/psychologist should consult with the counselor and behavior staff to review the following data:

- teacher information
- discipline referrals
- grades
- attendance
- behavior information / charts
- any medical information / *Other Health Impairment or other Doctor information requests (if not already on file)
- Release and Consent for Confidential Information

Additional Testing Requests for ED/AU

For ED/AU additional testing requests, the diagnostician should first consult with the school psychologist to review and consider the concern and the referral request together. If the request is made by a parent it should be notated in the deliberations and the PWN that a request was made by the parent to have the student evaluated for a psychological evaluation. Consent SHOULD NOT be obtained WITHOUT first consulting with a campus school psychologist. If it is decided that the student WILL NOT be evaluated the diagnostician/speech pathologist along with the campus psychologist will collaborate in order to meet with the parent to obtain consent (SE: REED & Consent), or be provided with a PWN that states the refusal to test.

When an additional disability is suspected, specifically an emotional disturbance and/or autism, the current case manager will hold a REED to request testing in the areas of concern. Each campus has a speech-language pathologist, educational diagnostician and/or school psychologist that is responsible for reviewing and evaluating students after the current case manager has gathered student reevaluation information and obtained written parental consent.

Formal assessments must be completed within 45 school days from date of parent consent and presented to the Admission Review and Dismissal Committee (ARDC) within 15 calendar days of completed evaluation. If the student evaluation supports an educational need, the campus ARDC will determine need for program services based on the student's present levels of performance and recommended accommodations and/or modifications.

REED Requirements

A review of existing evaluation data (REED) is required as part of an initial evaluation, if appropriate, and as part of any reevaluation. The REED must be conducted by the Admission, Review, and Dismissal (ARD) committee members and other qualified professionals, as appropriate.

A REED must be carefully considered and presented to the ARD Committee for discussion and approval before accepting previous evaluation data. It is recommended that all data, including FBAs, be considered and discussed.

In the case of the child with a visual impairment, the scope of any reevaluation must be determined by a multidisciplinary team that includes an appropriately certified orientation and mobility specialist.

In conducting the REED, the ARD committee must review:

- Evaluation and information provided by the parents of the child;
- Current classroom-based, local, or state assessments; and classroom-based observations; and
- Observations by teachers and related services providers

On the basis of the REED, and input from the child's parents, the ARD committee must identify what additional data, if any, are needed to determine:

- Whether the child is a child with a disability, and the educational needs of the child, or, in the case of a reevaluation of the child, whether the child continues to have such a disability and the educational needs of the child;

- Whether the child needs special education and related services, or, in the case of a reevaluation of the child, whether the child continues to need special education and related services
- The present levels of academic achievement and related developmental needs of the child; and
- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the individualized education program of the child to participate, as appropriate, in the general education curriculum.

Students who Transfer- General Information

IEP for Child who Transfers WITHIN the State

If the child transfers to McAllen ISD from within the state within the same school year, and the parents or the previous district verify that the child was receiving special education services there, McAllen ISD must, in consultation with the parents, provide the child with a free appropriate public education (FAPE) including services comparable to those described in the IEP from the previous district, until McAllen ISD either:

- Adopts the IEP from the previous district; or
- Develops, adopts, and implements a new IEP that is consistent with the ADMISSION, REVIEW, AND DISMISSAL COMMITTEE frameworks.
-

IEP for Child who Transfers from OUTSIDE the State

If the child transfers to a new district in another state within the same school year and the parents or the previous district verify that the child was receiving special education services in the previous district, McAllen ISD must, in consultation with the parents, provide the child with FAPE including services comparable to those described in the IEP from the previous district, and McAllen ISD will:

- McAllen ISD will conduct an evaluation in compliance with the EVALUATION PROCEDURES framework; and
- Develop a new IEP, if appropriate, that is consistent with the ADMISSION, REVIEW, AND DISMISSAL COMMITTEE frameworks.

Transfer Student When an Initial Evaluation is Pending

If a child is in the process of being evaluated for special education eligibility and enrolls in a new district, the new district must coordinate with the previous, as necessary and as expeditiously as possible, to ensure prompt completion of the initial evaluation.

The receiving LEA must comply with the CONSENT FOR INITIAL EVALUATION and the EVALUATION PROCEDURES frameworks except as provided in this framework.

***McAllen ISD will honor previous districts' consent to evaluate. Campus DIAG/LSSP will obtain a NEW CONSENT to evaluate and will have the full 45 days to evaluate.**

Student who Transfers- Records

The Family Educational Rights and Privacy Act does not require the child's new and previous LEAs to obtain parental consent before requesting or sending the child's special education records if the disclosure is for purposes related to the child's enrollment or transfer.

To facilitate the transition for the child with a disability who transfers from one district to another: The new district in which the child enrolls must take reasonable steps to promptly obtain the child's record from the previous LEA in which the child was enrolled including:

- The individualized education program (IEP) and supporting documents; and
- Any other records relating to the provision of special education or related services to the child;
- The previous district in which the child was enrolled must take reasonable steps to:

Promptly respond to such request from the new LEA by furnishing the new LEA with a copy of the child's records including the child's special education records:

Not later than the tenth working day after the date a request for information is received by the previous LEA.

Out of District Records Requests

Ms. Elena is able to request Student Transfer Records if and only if the student came from another SuccessEd district. To request a SuccessEd Transfer Records Request, please send an email to Ms. Maria E. Garza with the Student's Name, D.O.B. , Student I.D and the district they are coming from.

All records must still be requested directly from the previous campus or district VIA T-Rex. It is the campus's responsibility to follow up with requests.

Students who Transfer Timelines

McAllen ISD Student Transfer-In State

Transfer IEP Meeting – For any NEW to District transfers, the Transfer Individualized Education Program (IEP) Meeting must be completed no later than * **10 school days from verification of IEP.**

* If a student enrolls during the summer, and the campus has verified the IEP, the Transfer IEP meeting must take place on or before the 1st day of school.

IEP meeting (2nd transfer) **MUST be held within 20 school days of verification of IEP.** In some cases the campus may have the ARD in lieu of the Transfer ARD and 2nd Transfer if appropriate (let Elena know if you do this).

McAllen ISD Student Transfer-Out of State

Transfer IEP Meeting – For any NEW to District transfers, the Transfer Individualized Education Program (IEP) Meeting must be completed no later than ***10 school days from verification of IEP. (and consent for testing must be obtained).**

* If a student enrolls during the summer, and the campus has verified the IEP, the Transfer IEP meeting must take place on or before the 1st day of school.

IEP and evaluation **MUST be held/presented within 45 school days of the transfer ARD.**

* “verify” means **actual receipt of a copy of the student’s IEP that was in effect in the previous district**

The Special ED department DOES NOT approve or deny any IN or OUT of district transfer requests.

Response to Intervention (RtI)

Response to Intervention (RtI) is an approach that many schools use for identifying and helping children who are at risk for not meeting grade-level standards. The basic elements of an RtI approach are: the provision of scientific, research-based instruction and interventions in the general education classroom; monitoring and measurement of the child’s progress in response to the interventions; and use of these measures of progress to make educational decisions. In order for a student to qualify for a Specific Learning Disability, the school must prove that the disability is not due to a lack of appropriate instruction. RtI is that proof.

The RtI approach is part of a multi-tiered system of support (MTSS) in which each level or tier represents an increasingly intense level of intervention. Interventions provided to a child will be continually adjusted based on progress monitoring until the child is progressing adequately. Children who do not respond to the initial interventions within a reasonable time, as suggested by research, are referred for interventions that are more intensive. Often, your school will have sufficient data after six weeks of intervention to make decisions on next steps (e.g. continue intervention, intensify intervention, refer for evaluation).

The timeframe for decision-making depends on the frequency/duration of intervention and the skills targeted. A child does not need to advance through each tier of the RtI system before a referral for special education is made. Once it is apparent that general education interventions are not sufficient, school personnel should suspect that the child has a disability and must initiate a referral. Important considerations in determining if general education interventions are sufficient include a review of intervention history and the student’s progress monitoring data (current rate of progress and movement towards closing achievement gaps).

Parents can also request a referral at any time regardless of whether the child is receiving interventions through an RtI system. RtI strategies may not be used to delay or deny a timely evaluation of a child suspected of having a disability under IDEA. More information about the RtI process can be found here: <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and->

Summary of Performance (Graduation)

Summary of Performance

Authorities: 34 C.F.R. Part 300; 19 T.A.C. Chapter 89

A summary of performance generally refers to a summary of the child's academic achievement and functional performance, which will include recommendations on how to assist the child with a disability in meeting the child's postsecondary goals.

Federal and State Requirements

A summary of performance is required for the child whose eligibility terminates due to:

- GRADUATION with a regular high school diploma; or
- Exceeding the age eligibility for a free appropriate public education.
- Considerations
- 19 TAC §89.1070(h)
- The summary of performance must consider, as appropriate:
- The views of the parent;
- The views of the child; and
- Written recommendations from adult service agencies on how to assist the child in meeting postsecondary goals.

Elements of Summary of Performance

20 USC §1414(c)(5)(B)(ii) , 34 CFR part 300.305(e)(3)

The LEA must provide the child with a summary of performance that contains:

- A summary of the child's academic achievement;
- A summary of the child's functional performance; and
- Recommendations on how to assist the child in meeting the child's postsecondary goals.
- An evaluation must be included as part of the summary of performance for children graduating based on:
 - Completion of the credit requirements for graduation under the Foundation
 - High School Program or the Minimum High School Program through courses,
 - one or more of which contain modified curriculum;
 - Satisfactory performance on required state assessments, unless the admission, review, and dismissal committee has determined that satisfactory performance on the assessments is not necessary for graduation; and

- Completion of the individualized education program as well as compliance with the GRADUATION framework.

Note: Graduation constitutes a change of placement and requires compliance with the Prior Written Notice.

If additional testing is requested, please refer to section: **Requirements if additional data are needed.**

If the ARD committee identifies additional data that are needed, the local educational agency (LEA) must administer such assessments and other evaluation measures as may be needed to produce the data according to the Evaluation Procedures framework.

Requirements if additional data are not needed

If the ARD committee determines that no additional data are needed to determine whether the child continues to be a child with a disability and to determine the child's educational needs, the LEA must notify the child's parents of:

- That determination and the reasons for the determination; and
- The right of the parents to request an assessment to determine whether the child the child continues to be a child with a disability and to determine the child's education needs.
- The LEA is not required to conduct such an assessment unless requested to do so by the child's parents.

ECI / Easter Seals and Pre- Academic Evaluations

Early Childhood Intervention

Early Childhood Intervention Help is available for families with infants and toddlers who have developmental delays. The agency in Texas that provides these early intervention services is Texas Health and Human Services. The program for very young children is the Early Childhood Intervention (ECI) program. These services are for children under the age of three.

At age three, children with disabilities may become eligible for special education and related services. If so, the child's school district is responsible for ensuring FAPE is made available to the child by the child's third birthday. Not all children who receive ECI services qualify for services provided by a public school. Therefore, at least 90 calendar days before a toddler receiving ECI services turns three years old, a meeting will be scheduled to help the family transition from ECI services to special education and related services, if appropriate.

If the child qualifies, special education and related services must be made available to the child on his or her third birthday.

Beyond ECI is a publication that contains information about the transition from the early childhood program to special education. This publication, Beyond ECI can be found here: https://www.navigatelifetexas.org/uploads/files/generalfiles/Beyond-ECI-ECI-17_1117.pdf

Early Childhood Intervention (ECI):

Early Childhood Intervention (ECI) program serves children from birth to 3 years of age who have physical disabilities and developmental delays. Developmental delays are defined as significant delays in language or speech, self-help skills, social or emotional skills, gross or fine motor skills and cognitive skills walking, talking, eating, and playing.

ECI services:

ECI provides evaluations, at no cost to families, to determine eligibility and the need for services. Income is not a factor in determining eligibility. ECI determines eligibility for infants and toddlers from birth to 36 months of age.

To be eligible for ECI services, the student must meet one of the following criteria:

- Medically Diagnosed Conditions
- Auditory or Visual Impairment
- Developmental Delay

Services are determined by evaluating using the BDI-2 to determine eligibility. If your child qualifies for services, the team identifies the family's daily routine and the child's strengths and needs.

Based on the results of the evaluation and assessment, a plan is developed for services, also known as the Individualized Family Service Plan (IFSP). For information about, or to make a referral to ECI programs, please visit:

<https://www.escl.net/Page/423>

or

<https://www.easterseals.com/rgv/our-programs/childrens-services/early-childhood-intervention.html>

Pre-Academic Evaluations:

Students receiving services through Early Childhood Intervention (ECI) will be transitioned into the public school system starting as early as their 3rd birthday if they are found eligible for services. A Full Individual Evaluation (FIE) will be completed and an ARD will take place on or prior to the student's 3rd birthday.

If a child's third birthday occurs during the summer, the child's ARD committee must determine the date when services will begin.

If a student is already 3 to 5 years of age, and not enrolled in school, the usual timelines for the completion of an FIE will be followed.

Parent referrals follow the 45 day timeline for FIE and ARD. The Parent must sign Consent for Initial Placement. The home campus will hold the ARD, and placement is determined by the ARD Committee.

SPP Indicator 7: Early Childhood Outcomes – COSF

As required by the Individuals with Disabilities Education Act (IDEA), states collect and report the percentage of preschool children with Individualized Education Programs (IEPs) who demonstrate improved:

- positive social-emotional skills,
- acquisition and use of knowledge and skills, and
- use of appropriate behaviors to meet their needs.

Data Collection

Reporting Early Childhood Outcomes (ECO) requires assessing 3-, 4-, or 5-year-old children enrolled in Early Childhood Special Education (ECSE) at two points in time (i.e., Entry and Exit).

COSF Resources

[SPP Indicator 7: Early Childhood Outcomes Child Outcomes Summary Process](#)

[SPPI-7: Early Childhood Outcomes Entry and Exit Data Collection Criteria](#)

[State Performance Plan Indicator \(SPPI\) 7 Frequently Asked Questions \(FAQs\)](#)

[COSF Exit Form SuccessEd](#)

Prior Written Notice

One of the parent's rights under IDEA is to receive prior written notice about certain actions or inactions concerning the child a reasonable time before the school actually takes the action or refuses to take the action. Specifically, a school must provide the parent with prior written notice in their native language or other mode of communication when it:

- Proposes to initiate or change the identification, evaluation, educational program, or educational placement of the child or the provision of a FAPE (including a change prompted by the parent's revocation of consent for the continued provision of special education and related services); or
- Refuses to initiate or change the identification, evaluation, educational program, or educational placement of the child or the provision of a FAPE to the child.
- For Initial Evaluations- If the parent fails to show up on the first five days notice, immediately send a second five days notice and be prepared to have the ARD if the parent does not show up or cancels at the last minute.

Prior written notice must be given at least five school days in advance of the actions that the school proposes or refuses to take unless you agree to a shorter time frame. The school must provide you with prior written notice regardless of whether you agreed to or requested the change. A prior written notice must include the following information:

1. A description of the action proposed or refused by the school;
2. An explanation of why the school proposes or refuses to take the action;
3. A description of each evaluation procedure, assessment, record, or report the school used as a basis for the proposed or refused action;
4. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
5. Sources for parents to contact to obtain assistance in understanding special education requirements;
6. A description of other options that the ARD committee considered and the reasons why those options were rejected; and
7. A description of other factors that are relevant to the school's proposal or refusal.

For more information on PWN click the link:

chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/<https://childfindtx.tea.texas.gov/documents/Net1PrWrtnNtQckGde.pdf>

Presenting Results & Reports

In most cases, the campus Diagnostician, SLP or Psychologist is the primary contact person that will convey results of formal evaluations to the parents before and at the ARD meeting. The campus Diagnostician or Psychologist may convey results of all aspects of the FIE to parents, unless there may be points of contention or disagreement with results, in which case the assessment staff responsible for the evaluation should convey the results. All assessment staff (diag./psychologist/SLP/OT/Counselor/PT/Adaptive PE) should be prepared to attend the ARD at the campus request.

Before the ARD

All reports should be explained to the parent **BEFORE** the ARD in layman's terms where possible, so parents have a full understanding of the results. The campus Diagnostician or Psychologist may convey results of all aspects of the FIE to parents, unless there may be points of contention or disagreement with results, in which case the assessment staff responsible for the evaluation should convey the results. Graphics and pictorial representations can be helpful, but are not required. A summary of the findings, if the parent is in agreement, may be read in lieu of the entire report. However, be prepared to read the entire report if the parent requests. **Results of any evaluation are required to be reviewed with parents in advance of the ARD meeting, by phone or in person.**

During the ARD

The report should be explained in layman's terms where possible, so parents have a full understanding of the results. The campus Diagnostician or Psychologist may convey results of all aspects of the FIE to parents, unless there may be points of contention or disagreement

with results, in which case the assessment staff responsible for the evaluation should convey the results. Graphics and pictorial representations can be helpful, but are not required. A summary of the findings, if the ARD Committee is in agreement, may be read in lieu of the entire report. However, be prepared to read the entire report if the parent or staff requests. **All staff should be prepared to attend ARDs at the campus request (advance notice must be given by campus).**

Dealing with Disagreements with FIE/ FIEE Results

It may also be necessary to conduct a staffing at the campus to ensure that all members of the ARD Committee be informed of the findings and any concerns that parent voiced when reviewing results of the evaluation. Staffing should be held prior to scheduling an ARD meeting with the parent.

Parent communication should be notated in Parent Contact Log on SuccessEd (notate phone call and if a copy was provided to the parent).

OT, Speech Pathologists, and other related or instructional services staff members may be required to attend the ARD to present their respective reports if their presence is requested by parent or by campus.

At the conclusion of the meeting, parents should be provided with PWN and the Procedural Safeguards: https://framework.esc18.net/Documents/Pro_Safeguards_ENG.pdf

Independent Evaluations (IEE)

If a parent disagrees with an evaluation or reevaluation by the school, IEP meeting will end in a disagreement:

- A statement in deliberations will read “Parent was in disagreement with evaluation”.
- IEP Committee must reconvene within 10 school days, parent will leave meeting with a New Notice for scheduled meeting
- IEP Meeting will be scheduled within 5 school days, to include special education coordinator
- Outlook invites must be sent out by end of school day of meeting held and Special Education Coordinator MUST be included.

Contact your campus special education Coordinator for more information and guidance on when a parent requests an IEE.

Manifestation Determinations

Whenever a child is going to be removed from their educational placement for more than ten days (either all at once or cumulative) then a Manifest Determination Review (MDR) is needed. A MDR is an ARD and requires five days notice. When conducting a MDR, the campus is required to send Removal Forms to the Coordinator overseeing discipline in advance. Once a recommendation is made, the ARD committee must review all relevant information in the child's

file, including the IEP, any teacher observations, and any relevant information provided by parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the school's failure to implement the IEP.

If the ARD committee determines that either of these conditions is met, then the conduct is a manifestation of the child's disability. If the ARD committee determines that neither condition is met, then the conduct is not a manifestation of the child's disability.

When Conduct is a Manifestation

If the conduct is a manifestation of the child's disability, the ARD committee must either:

- Conduct a functional behavioral assessment (FBA), unless the school had conducted an FBA before the behavior that resulted in the change of placement occurred, and implement a BIP; or
- If a BIP is already in place, review the BIP and modify it as necessary to address the behavior.

In addition, the ARD committee must return the child to the placement from which the child was removed unless:

- The parent and the school agree to a change of placement as part of the modification of the child's BIP; or
- The child's violation of the code of student conduct involves one of the special circumstances described below:

If the ARD committee concludes that the child's conduct was caused by the school's failure to implement the IEP, the school must take immediate steps to remedy the deficiencies in a revision ARD.

When Conduct is Not a Manifestation

If the conduct was not a manifestation of the child's disability, school personnel may discipline the child in the same manner as other children, except appropriate educational services must continue. The child's ARD committee will determine the IAES in which the child will be served. Special Circumstances School personnel may remove the child to an IAES for up to 45 school days without regard to whether the behavior is a manifestation of the child's disability in cases where the child:

- Carries or possesses a weapon at school, on school premises, or at a school function;
- Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The ARD committee will determine the IAES in which the child will be serve.

Additionally if the child does not have a BIP or has one that is more than a year old, parent consent for a FBA must be requested within ten school days of the manifestation. If the child

has already has a BIP that is less than a year old it must be reviewed and revised if needed during the MDR.

Dismissals from Special Education

In most cases, parents will accept results of a formal evaluation indicating their child no longer qualifies for special education services. All students being dismissed from special education must be referred for 504 consideration. This form must be attached to ARD Dismissal ARD documents when they are submitted to the Office of Special Education, and should be uploaded to the student's history on the software. Staff should also submit a copy of this form to the 504 Coordinator at the campus.

Whenever a student is not going to qualify for special education services based on a formal evaluation, it is required that evaluation staff convey the results of the evaluation to the parent *PRIOR* to the ARD meeting. It may also be necessary to conduct a staffing at the campus to ensure that all members of the ARD Committee will be informed of the findings prior to convening an ARD meeting with the parent.

Each contributing evaluation staff member will communicate their findings to the parent.

OT, Speech Pathologists, and other related or instructional services staff members may be required to attend the ARD to present their respective reports if their presence is requested.

At the conclusion of the meeting, parents should be provided with PWN and the Procedural Safeguards:

https://framework.esc18.net/Documents/Pro_Safeguards_ENG.pdf

Revocation of Consent for Services

Just as the parents have the authority to consent to the initial provision of special education and related services, they also have the authority to revoke consent for services. Revocation of consent must be in writing. Once the school receives written revocation, it must honor that decision. However, before the school discontinues services, it must provide the parent with prior written notice that services will stop. Although the school must discontinue services, the school is not required to amend the child's education records to remove any references to that child's previous special education and related services in the past. If a parent revokes consent for the continued provision of special education and related services, the child will be considered a general education student and will not be entitled to any of the protections under IDEA.

Furthermore, if a parent revokes consent for services, the school may not request mediation or a due process hearing in an attempt to change or challenge that decision.

The school may not merely reinstate special education and related services. A parent or adult student has the right to request an evaluation to determine if a student is eligible, for special education and related services. The school treats this request as a request for an initial evaluation.

Related Services

On occasion, changes to related services are requested at an ARD meeting. Evaluation staff presenting an FIE should not change prescribed services or number of sessions as indicated on related or instructional services on the FIE, since those recommendations are based on formal evaluation and informed professional opinion. An ARD Committee should not make changes to session frequency or duration for related or instructional services.

OT, Speech Pathologists, and other related or instructional services staff members may be required to attend the ARD to present their respective reports if their presence is requested.

Each contributing evaluation staff member will communicate their findings to the parent.

IEP Compliance Campus Check Points

Due to findings of the TEA Audit from the Spring of 202 and upcoming cyclical TEA audit the following reports, email and or message will be posted on Campus Chats:

- Annual ARDs completed according to PEIMS
- Students by Form Report (Drafts)
 - The campus Diagnostician /LSSP must submit the completed and LOCKED items to the Special Education Office **WITHIN one week** from the date of the ARD Meeting. (See Coordinator for clarification). Parents must be provided copies of all documents in their preferred language.
- Student with Progress Reports (after every grading period)

List subject to change

Glossary of Evaluation Terms

English-Spanish Glossary of Special Education Terminology (Van Buren Intermediate School District)

<https://matiaata.org/Resources/Documents/English-Spanish%20Special%20Education%20Terminology.pdf>

Updated- English-Spanish Glossary of Special Education Terminology (Van Buren Intermediate School District)

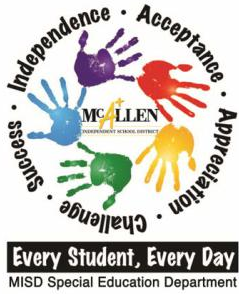
http://impactofspecialneeds.weebly.com/uploads/3/4/1/9/3419723/english-spanish_dictionary_of_special_education_terminology.pdf

English-Spanish Glossary for Educational Settings (California Dept. of Ed.)

<https://www.cde.ca.gov/sp/el/er/engspanglossary.asp>

SPECIAL EDUCATION English-Spanish TERMINOLOGY (David School District)

[https://resources.finalsite.net/images/v1560891241/davisk12utus/zkjaigt79ecwrk6xavwl/TRANSLATIONS
SERVICES-DAVISGLOSSARYSpEd05-21-19-Spanish-.pdf](https://resources.finalsite.net/images/v1560891241/davisk12utus/zkjaigt79ecwrk6xavwl/TRANSLATIONS%20SERVICES-DAVISGLOSSARYSpEd05-21-19-Spanish-.pdf)



McALLEN INDEPENDENT SCHOOL DISTRICT SPECIAL EDUCATION DEPARTMENT



TEACHER PLAYBOOK

Revised June 2023

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[General Ed Teacher ARD Student Data Form](#)

[Grade Monitoring Elementary](#)

[Grade Monitoring Secondary](#)

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[Progress Monitoring Form](#)

[Receipt of Accommodations](#)

[Related Service Attendance Log](#)

[Resource Instruction Log Elementary](#)

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This Guide was revised by MISD Special Ed Administration June 2023 with the support of reference materials from other districts, legal framework, local procedures, and other resources.

PART I: UNDERSTANDING THE SPECIAL EDUCATION PROGRAM AND EXPECTATIONS

ELIGIBILITY FOR SPECIAL EDUCATION IDENTIFICATION AND SERVICES

REFERRAL FOR SPECIAL EDUCATION IDENTIFICATION

Referring a student for Special Education

When a student is suspected of having a disability by a school staff member or parent, the student may be considered for a referral for Special Education identification. There are 13 areas of disability that the Special Education department is responsible for identifying (please see below). Each campus has a Speech--Language Pathologist, Educational Diagnostician and/or a Licensed Specialist in School Psychology that is responsible for reviewing and evaluating students after the campus has gathered student referral information and obtained written parental consent. Formal assessment must be completed within 45 school days from date of parent consent and presented to the Admission Review and Dismissal Committee (ARDC) within 30 calendar days of completed evaluation. If the student evaluation supports an educational need and the student meets at least 1 of the **13 areas of identification**, the campus ARDC will determine need for **program services** based on the student's present levels of performance and recommended accommodations and/or modifications.

13 AREAS OF IDENTIFICATION

Auditory Impairment (AI)

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a child's educational performance.

A student with an Auditory Impairment is one who has been determined to meet the criteria for deafness as stated in 34 CFR, §300.7(c)(3), or for hearing impairment as stated in 34 CFR, §300.7(c)(5). The evaluation data reviewed by the multidisciplinary team in connection with the determination of a student's eligibility based on an auditory impairment must include an Otological examination performed by an Otologist or by a licensed medical doctor, with documentation that the Otologist is not reasonably available. An Audiological evaluation by a licensed Audiologist shall also be conducted. The evaluation data shall include a description of implications of the hearing loss for the student's hearing in a variety of circumstances with or without recommended amplification.

Autism (AU)

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which adversely affects a child's educational performance.

Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (b)(4) of this section. A

child who manifests the characteristics of "autism" after age 3 could be diagnosed as having "autism" if the criteria in paragraph (c)(1)(i) of this section are satisfied.

Deaf-Blind (DB)

Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Emotional Disturbance (ED)

Emotional Disturbance is defined as follows: The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors,
 - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - Inappropriate types of behavior or feelings under normal circumstances.
 - A general pervasive mood of unhappiness or depression.
 - A tendency to develop physical symptoms or fears associated with personal or school problems.

Specific Learning Disability (LD)

A Specific Learning Disability is defined as follows: The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Disorders not included: The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage

Intellectually Disabled (ID)

Intellectually Disabled means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Multiple Disabilities (MD)

Multiple disabilities means concomitant impairments (such as intellectual disabled--blindness, intellectual disabled--orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf--blindness.

Non-Categorical Early Childhood (NCEC)

Non-Categorical Early Childhood: A student between the ages of 3 and 5 who is evaluated as having an intellectual disability, emotional disturbance, a specific learning disability, or autism may be described as non-categorical early childhood.

Orthopedic Impairment (OI)

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance.

The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other Health Impairment (OHI)

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and adversely affects a child's educational performance.

Speech or Language Impairment (SI)

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Traumatic Brain Injury (TBI)

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.

The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem--solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Visual Impairment (VI)

Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

PROGRAM SERVICES, SUPPORTS, AND OTHER

Academic Instruction

Academic instruction is provided to students who require instructional support in addition to the general education curriculum. **Inclusion/Mainstream** support is provided to those students who take part in the general education curriculum. Primary instruction is provided by a General Education teacher while a Special Education teacher or instructional paraprofessionals provide support to the student within the general education classroom. **Resource** support is provided to those students who require instructional support separate from the general education setting and will be provided instruction by a Special Education teacher. **Self-Contained** support is provided to those students who require intense instructional support in a smaller classroom setting due to deficits in cognitive and adaptive abilities. Students in this setting receive accommodations and modifications to the general educational curriculum based on prerequisite needs.

Adaptive Physical Education

Adapted physical education is a diversified and systematic program of developmental activities, exercises, games, sports, aquatics, and rhythms that are designed in the psychomotor domain. The program is organized and presented in a sequential and developmental manner that is geared to the abilities, limitations and needs of each individual student.

Assistive Technology

Assistive technology supports students with communication, learning and self-help needs using modifications and adaptive aids. It provides special education students with appropriate technology and devices in order to accomplish individual education program (IEP) goals.

Auditory Services

Certified teachers provide itinerant services, consultation, staff development, direct instruction in language and auditory training, use and care of adaptive equipment and adapted materials to prepare students to be literate, independent, functioning members of society.

Behavior Support

Behavior specialists support campus counselors by assisting staff in evaluating and maintaining effective behavior techniques, interventions and strategies for students with behavioral difficulties.

Counseling

Students who struggle with behavior or have emotional needs are evaluated to determine if there is a need for counseling services. Counseling can be provided by a general education counselor and/or special education counselor/social worker (high schools).

Extended School Year (ESY)

ESY services are individualized instructional programs extended beyond the regular school year for students with disabilities who have been determined by the Admission, Review and Dismissal (ARD) Committee to be subject to severe or substantial regression and extensive recoupment problems if not provided those services.

Homebound

Homebound services provide students with academic content, commensurate with classmates, while they are at home recuperating from illness or surgery. Any student being considered for homebound services requires a Physician's Information form indicating the need for such service, duration for service and reintegration plan. Homebound services are provided by an assigned certified special education teacher that visits the student's home on a regular basis to provide instruction and support.

In Home/Parent Training

In-home training is intended to provide services to students who have IEPs addressing skills in the areas of communication, behavior, self--help/independent living, and social skills and have shown some level of mastery, but have not been generalized to the home/community.

Parent training is intended to assist parents in learning strategies that will facilitate the child's generalization of skills to the home/community. Parent training can be provided through various forms: workshops, conferences, videotaping, resource library, observations in the classroom.

Occupational Therapy (OT)

Occupational Therapy is appropriate when a child is not able to participate in the educational curriculum at the expected level of ability, when modifications and accommodations have not been effective, and when the areas of concern are in the domain of OT practice. OT services support students with deficits in fine motor abilities. Services can be direct and indirect according to specifications in the student's IEP.

Orientation and Mobility (O&M)

Orientation and Mobility provides assistance to students with visual impairments in achieving maximum independence through safe, efficient travel within their environment and community.

Physical Therapy

Physical Therapy is appropriate when a child is not able to participate in the educational curriculum at the expected level of ability, when modifications and accommodations have not been effective, and when the areas of concern are in the domain of PT practice. PT services support students with deficits in gross motor abilities. Services can be direct and indirect according to specifications in the student's IEP.

Early Childhood Special Education (ECSE)

The Early Childhood Special Education provides special education services to children ages 3-5 who have an Individual Education Plan (IEP). Services begin on the child's 3rd birthday. These services are provided at designated elementary campuses within the district and local Head Start centers. PPCD services are provided through a continuum of service options that may include "drop-in" speech therapy, in-class support, or specialized instruction.

Regional Day School Program for the Deaf (RDSPD)

Regional Day School Program for the Deaf services is provided to prepare students who are hearing impaired/deaf for their roles as independent functioning, literate members of society. A wide range of service options are available to RDSPD students. These options may include itinerate services at the student's district home campus, RDSPD classrooms within one of three campuses in MISD, and fully inclusive classrooms with RDSPD teachers collaborating with general education in MISD. Audiological, interpreting, speech and specialized counseling services are also available as related services.

Special Transportation

Special Transportation services are provided to students with a need for supervision on school transportation due to physical, medical or safety concerns.

Speech--Language Services

Speech--Language service helps students improve their speech and/or language and assists them in becoming more successful in school by improving their listening and speaking skills. Services are provided at each MISD campus, Head Start, in some cases through homebound services and private schools located within the MISD school zone.

Social Services

The Special Education department has social workers that assist with out-of-school referral cases, private school referrals, outreach for parents through Child Find activities, and support campus staff in parent communication.

Special Olympics

MISD Special Olympics offers sports training and competition in a variety of sports for individuals with intellectual disabilities or closely related developmental disabilities, beginning at age 5. Training and competition opportunities occur at the local, regional, and state levels for eligible athletes.

Summer School

For any summer school program that the school district is offering, special education students have the opportunity to participate if they meet the qualifying criteria that the district provides. The special education department will provide support for the students and staff to enable participation in programs.

Services for the Visually Impaired

Certified teachers of students with visual impairments provide instruction to meet needs that are the direct result of vision loss. This may include communication, social/emotional, and/or daily living/independence skills. The teacher for the Visually impaired may also assist with visual efficiency/optical devices, adaptive devices/technology, and career/technology planning.

Work-Based Learning and Vocational Adjustment Program

The Work Based Learning (WBL) and Vocational Adjustment Program (VAC) is designed to help students acquire a "specific set of skills" to reach the overall goal of obtaining employment. Students with disabilities can experience, perform, and develop meaningful vocational skills in a "real life" community environment. WBL is a program that prepares students for paid or unpaid employment. The program has four distinct phases taking students through a designed plan to develop his or her job, academic, social, and adaptive behavior skills in preparation for employment. Each phase also ensures that students have time to assess and explore their strengths, needs, interests, and preferences.

S.T.R.I.D.E.S. Program

The Supported Transition and Road to Independence: Development and Employment for Students, or S.T.R.I.D.E.S Program, is designed for high school special education students who are credit and state assessment complete, who may not be otherwise able to complete a traditional college or university career pathway. This program enables students to gain independent living skills, daily living, personal hygiene, community experiences and socialization skills, and allows students to participate in adult continuing education courses and certificates through a partnership with South Texas College and Texas Workforce Solutions.

SPECIAL EDUCATION ITINERANT STAFF

Adaptive Physical Education

Adapted Physical Education specialists identify students through an evaluation process that focuses on motor skills and perceptual motor patterns. The service model may include consultative services within general physical education to specialized physical education in small group settings with adapted physical education teachers.

Assistive Technology Team

The AT specialist team assesses student needs to determine if there are technology strategies or devices that can provide improved access to curriculum and school environment. The AT Team is made up of

Educational Diagnosticians, Speech--Language Pathologists, Teachers for Visually Impaired and Occupational Therapists.

Behavior Support Teacher and Paraprofessional

The Behavior Support teachers and paraprofessionals work to provide district support in behavior, training in de-escalation, timeout, and restraint.

Educational Diagnostician

A Diagnostician's primary role is to conduct educational assessments to support identification and IEP plans as part of initial and 3-year evaluations. The Diagnostician's assignments include supporting the special ed teacher with ARD implementation, archiving ARDs, providing DISTRICT ARD MANAGEMENT SOFTWARE training, providing teacher training, reporting PEIMS data, maintaining records for timelines, and communicating compliance with campus administrators.

Homebound Teacher

Homebound services provide instruction to eligible students who are at home or in a hospital setting. Students served through homebound have a medical condition or extended illness that prevents attendance in school for at least four weeks, as documented by a physician licensed to practice in the U.S. These services are determined by an ARD/IEP Committee decision. When services are provided in a private setting, such as a home, there must be an adult other than the student and the teacher present.

Licensed Specialist in School Psychology (LSSP)

An LSSP's primary role is to conduct psycho--educational and psychological assessments to support identification and IEP plans as part of initial and 3 year evaluations. The LSSP's assignments include supporting the special ed teacher with ARD implementation, archiving ARDs, providing District ARD management software training, providing teacher training, maintaining records for timelines and communicating compliance with campus administrators.

Occupational Therapist

The Occupational Therapy team uses purposeful, goal directed activities to enable a student with a disability to benefit from special education services. Specifically, therapy is designed to assist in the development of skills that are prerequisites to academic learning within the educational setting. Depending on student needs, it may include improving gross and fine motor skills, coordination, adapting environments, organizing and using materials appropriately, and/or developing routines for dressing and feeding skills. Delivery of OT services in the educational setting is distinctly different from clinically based, medically necessitated treatment. Eligibility for this support service is determined by formal assessment, requested by the ARD/IEP Committee or via the diagnostician as a part of the initial evaluation.

Orientation and Mobility Specialist

A specialist in O&M provides support for students with Orientation and mobility training which helps a blind or visually impaired child know where he/she is in space and where he/she wants to go (orientation). It also helps the student be able to carry out a plan to get there (mobility). Activities to support O&M can include sensory awareness, (gaining information about the world through hearing, smell, touch and proprioception), spatial concepts (realizing that objects exist even if not heard or felt), understanding the relationships which exist between objects in the environment, searching skills (locating items or places efficiently), independent movement (which includes crawling, rolling, walking, etc.), sighted guide: using another person to aid in travel, protective techniques: specific skills which

provide added protection in unfamiliar areas, and cane skills (use of various cane techniques to clear one's path or to locate objects along the way).

Physical Therapist

The Physical Therapist plans and implements programs that will help students meet their educational goals and objectives and benefit from special education services including access to the general education curriculum. The therapist facilitates the child's overall performance in the classroom, considering the student's developmental level and physical disability. Services are provided to enhance independent functioning and may include positioning, strengthening, modifications and adaptations to the environment. Although medical concerns are significant, rehabilitation is not the focus of school based physical therapy. Eligibility for this special education support service is determined by assessment requested by the ARD/IEP Committee or via the diagnostician as a part of the initial evaluation.

Special Education Counselor

The Special Education Counselor is responsible for implementing IEP counseling services, conducting counseling evaluations, assisting in the campus FBA/BIP process for special education students.

Special Education Reading and Math Strategist

The Special Education Reading and Math Strategist provides academic support to campus staff. These supports may include progress monitoring of students, observing classroom instruction, modeling effective teaching practices and conducting professional development.

Speech and Language Pathologist / Speech and Language Pathologist Assistant

Certified Speech and Language Pathologist (SLP) & the Speech and Language Pathologist Assistant (SLPA) evaluate and provide services to students who have been identified through the evaluation process as having a disability in speech and/or language. Services are provided in both general and special education settings. The SLP & SLPA plans and implements activities related to speech and communication needs. The Speech and Language Pathologist (SLP) works closely with the Speech and Language Pathologist Assistant (SLPA) to identify goals and objectives to support language needs. The therapist also provides the SLP with observation information of student progress.

Social Worker

The Social Worker supports student identification and services through Child Find activities, parent partnerships, facilitates community-based supports, and/or campus staff supports in meeting student IEP services. In some cases, the social worker may also serve to support secondary campuses with counseling, evaluation of services and behavior support.

Teacher for The Deaf or Hard of Hearing (DHH)

Itinerant DHH Certified Teachers provide services for students who are deaf or hard of hearing. These teachers travel to student's assigned schools or educational settings to provide consultative services and/or direct instruction. Programming adaptations and modifications are made available in the student's learning environment.

Teacher for Visually Impaired

Itinerant VI Certified Teachers provide services for students with visual impairments. These teachers travel to the students' educational setting to provide consultative services and/or direct instruction. Programming adaptations and modifications are made available in the students' learning environment. Specific skills training, unique to the visual impairment, is assured, (e.g. Braille,

large print, low vision aids, tactile and recorded materials, assistive technology, and daily living skills.) Evaluation information and recommendations from the Orientation and Mobility Specialist may be included in the IEP. Training in orientation and mobility may be provided if approved by the ARD/IEP committee.

TEACHER RESPONSIBILITIES

The special education teachers' primary role is to provide instructional support for students with IEPs. In assisting with student success, they collaborate with regular education teachers, therapists, administrators, parents, and assessment personnel that are directly involved in the education of the identified student. The following are some of the responsibilities required as a Special Education Teacher:

- Assigned caseload of students identified under Special Education.
- Provide instructional support for identified students.
- Organization and updating of the student folder.
- Submit completed ARD documentation within a reasonable time frame to the campus Diagnostician/LSSP. (Please seek further clarification from Diag/LSSP as to time frame)
- **Update *IEP Progress Reports* for all students with IEP goals at the end of each grading period and send a copy home to parents.**
- Provide teacher and/or staff members with a copy of the student's IEP / accommodation / modification page and/or BIP each time a revision to the document is made.
- Create and send Notice of ARD Meeting for parent/guardian at least 5 school days prior to ARD meeting.
- Provide related service personnel (e.g. speech therapist, VI teacher, Adaptive PE, OT and PT provider, etc.) with 10-day email notification of intent to hold ARD meeting and/or reevaluation.
- Complete all ARD paperwork and conduct all Annuals, Briefs, and Amendment ARD's.
- Conduct Transfer ARD for new students to MISD within 10 school days from enrollment date.
- Assist in providing accommodations and/or modifications (when applicable) for identified students. This ***does not*** mean that the special education teacher is responsible for modifying classroom assignments for students, but rather does so in collaboration with the regular ed teacher. The regular education teacher is the primary person responsible for instruction, as the teacher of record, and should be knowledgeable in the student's plan, and be providing accommodations and/or modifications routinely.
- Maintain data collection and/or work samples for each student that receives instruction based on short term objectives.
- Maintain SHARS billing information online for submission throughout the school year (any student with a Personal Care supplement).
- Complete COSF Entry/Exit information for students ages 3- 6.
- Transition assessments as appropriate
- Brigance testing for any student that is receiving instruction based on short-term objectives.

STARTING THE SCHOOL YEAR

Here are some helpful tips in getting started for the school year. Please take the time to review information as you will need to prepare for each student prior to the first day of school.

✓ Task	Who can assist?
Request Skyward roster of Sp Ed students from campus attendance clerk before the first day of school. Repeat this process at the end of each week for the first 4 weeks of the school year to ensure contact with any new student to your campus.	Campus Attendance Clerk
Review student folders and make sure items are complete. Be sure to review deliberations! If any sections or copies are missing from the folder, please make sure to print missing items Archived from DISTRICT ARD MANAGEMENT SOFTWARE or visit the Special Ed Office to make copies of items.	District ARD management software / Sp Ed Records Clerk
Notify the Diagnostician/LSSP of any discrepancies you may have discovered in student ARDs that may need to be revised with a new ARD meeting/IEP Amendment.	Diagnostician / LSSP
Make email contact with each related service provider as to the student roster for your campus (request they have access to your Google roster if they do not already have access).	Related Service Provider / Coordinator
Obtain a skyward schedule for each of your students so you can begin working on your service schedule.	Attendance Clerk
Identify all students needing special transportation and verify transportation supplements are correct. Make contact with transportation office to assure routes are ready for your students.	Diagnostician/LSSP
Prior to first day of school, meet with each general ed teacher for the student to discuss students schedule, accommodations, BIP, services, etc. Obtain a receipt of accommodations signed by each assigned teacher etc. Obtain a receipt of accommodations signed by each assigned teacher and/or counselor.	Diagnostician/LSSP
Begin a Parent Contact log for each student as this log will need to be maintained throughout the school year. Maintain regular communication.	Diagnostician / LSSP
First day of School!! Verify student attendance using Skyward Roster and Google Roster. Contact each student personally.	Campus Clerk/Classroom Teacher
Begin services for students the first week of the school year. Please have a printed copy of your schedule posted or easily accessible in your a printed copy of your schedule posted or easily accessible in your	Diagnostician/LSSP
By the end of the week, provide a list of students that were 'no shows' to your campus attendance clerk so they can verify enrollment at your campus or another campus. If enrollment can be verified at another campus within the district, please make contact immediately with the	Attendance Clerk/ Diagnostician / LSSP

special ed teacher for that campus to inform him/her that you are in possession of the student's folder and they may pick up at their earliest convenience.	
Update the Google Student Roster by the end of the first week of school then after each grading period for the remainder of the year.	Diagnostician / LSSP / Coordinator
Transfer students new to the district: please notify your campus Diagnostician/LSSP so that you may coordinate the request of records and conduct the transfer ARD meeting within 10 school days of enrollment.	Diagnostician / LSSP / Sp Ed Records Clerk
At the end of the grading period, update IEP goals/progress reports and send a copy home the same day report cards are sent.	Diagnostician/LSSP

ENDING THE SCHOOL YEAR

End of Year Procedures may have some changes year to year; therefore, each staff member will be provided with guidance and due dates around mid-Spring with a memo. Below you will find some tasks that will need to be completed annually. Please remember that every teacher is expected to follow checkout procedures and submit required information to their campus Diagnostician/LSSP. Campus principals are made aware of these requirements and failure to comply with expectations may impact staff evaluation / end of year checkout.

Task
<p>In-Class Support Logs & Resource Logs Logs will need to be completed and kept on campus. Elementary teachers will need to maintain information in their classrooms for 2 years. Secondary teachers will submit all logs to the Department Head.</p>
<p>Rosters per case manager All Annual ARDs for the school year need to be finalized/LOCKED. Please prepare a Success ED roster of your caseload for verification of completed ARDs.</p>
<p>Moving up Annual ARDs Any Annual ARD due on or before September of the next school year, will need to be conducted before the end of this school year to minimize ARDs at the start of the school year.</p>
<p>Special Transportation Teachers will prepare a list of any student expected to participate in special transportation next school year. Each list must be separated by campus of destination. Additionally, teachers will need to prepare a copy of the Transportation Supplement indicating the appropriately assigned next year campus destination for the student.</p>
<p>Student Summary Information Any student that will be moving onto another campus the following school year will need to have a summary form completed for them. 2 copies of this form must be made as 1 copy must be provided to the next year campus and the other copy must be submitted as part of checkout to your Diag/LSSP.</p>
<p>Folder Transfer Teachers with students moving onto another campus will need to transfer student folders before the year ends. Folders must be updated prior to transfer. For those students pending ARDs due to SSI requirements, these folders may be allowed to transfer however the sending campus will need to follow up with a parent and student folder copy of ARD information to the next year campus once any pending meetings are completed.</p>
<p>STAAR/STAAR Online SSI & Summer School list For 5th and 8th grade STAAR or STAAR Online testers only- Any student that failed one or more STAAR test during Spring or Summer administration will need to have a Brief ARD with an Accelerated Instructional Plan for implementation prior to next testing administration. Specific directions for SSI procedures may be found during the Spring released State Assessment Guide. A list of any student pending SSI meetings and/or attending summer school will need to be provided to next year's campus, so they are aware of pending items for each student.</p>

	<p>SHARS Any Teacher billing for SHARS needs to update information weekly and needs to be cleared with the department SHARS clerk.</p>
	<p>COSF completion For Elementary Teachers, ECSE, and Head Start Teachers, all Child Outcome Summary Forms (COSF) EXITs must be completed. The campus Diag /LSSP will need to submit all forms and be cleared by the Special Education Coordinator.</p>

PART II: ARD/IEP PROCEDURES AND GUIDANCE

CONFIDENTIALITY AND STUDENT RECORDS

Confidentiality is the obligation not to disclose private information without permission.

What information is confidential?

Confidential information includes private or “personally identifiable information” such as the student’s name, name of the student’s family members, address, social security number, or any personal characteristics or other information that would make the student’s identity easily traceable. Particular attention should be paid to information regarding physical, mental, or emotional abuse; family problems; substance abuse; criminal behavior; sexual activity; or suicidal thoughts of acts.

The Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds. MISD is a district that receives federal funds so falls under FERPA guidance.

Confidentiality is an ethical responsibility and resides with the student and parent(s). It is important to respect an individual’s right to control personal information and access. Always act in the best interest of the student when making decisions to share confidential information.

Teacher Tips for Confidentiality

- Do not share confidential information in halls, staff rooms, or other public places where others may be present.
- Do not leave student records visible or accessible.
- Only authorized individuals have access to view student records.
- When in doubt about the sharing of confidential information, consult with your campus administrator or Sp Ed Coordinator before deciding what to share.
- When a concern for a student arises, you may send an email using the student’s full name but please refrain from making (and documenting) inappropriate comments or sharing personal opinions.
- Refrain from communicating via text message when sharing student information.
- Student information should not be sent home with another student.

Who has access to request student records?

Parent/Adult Student: A parent/adult student may request records for the student at any time. If the parent is requesting records reflecting ARD meetings, progress reports, etc. within the IEP year of the event, the campus Sp Ed Contact Teacher may supply the parent with copies. If the parent is requesting records that include multiple years or meetings and evaluations, the Sp Ed Contact Teacher shall advise the parent to request records with the Special Ed Office Records Clerk so all items can be prepared. Parents may pick up copies (at no cost) at the Special Ed Office. Please allow for a 48-hour turnaround for records to be ready.

School District: A school district in which a student transfer has the right to request and receive records without signed parental consent. Records should be requested via TREX (if transferring in the state of Texas) or the Special Education Department.

Advocate/Attorney: The identified agency with WRITTEN PARENTAL CONSENT has the right to request and receive records. If you are contacted directly by any agency for records, please refer the agency or person to make their request with the Special Education Department (please advise your SpEd Coordinator of this request).

Other: If you are approached for records by a person or agency other than the ones identified above, please advise your Sp Ed Coordinator of the request for further guidance.

NOTICE OF PROCEDURAL SAFEGUARDS

MISD considers provision of procedural safeguards an essential part of written notice. Procedural safeguards are given to parents/Adult Students as part of the prior written notice. The Notice of Procedural Safeguards shall be given to the parent/adult student at the time of initial referral for special education evaluation and documented.

At minimum, the parent or adult student will be given **A Guide to the Admission, Review, and Dismissal Process** and the **Notice of Procedural Safeguards** at least once per year school year and upon the following occurrences:

- initial referral or parent request for evaluation;
- at least annually;
- at any ARD meeting ending in disagreement;
- upon receipt of a written complaint from parent/guardian through TEA;
- upon receipt of request for due process;
- on the date on which the decision is made to remove a child from his/her educational placement due to a violation of the student conduct and the removal constitutes a change of placement; or upon request by a parent.

Parent/adult students must sign the Receipt of Notice of Procedural Safeguards each time they are given a copy of the **Guide to the Admission, Review, and Dismissal Process** and/or the **Notice of Procedural Safeguards**.

Updated copies of the **Guide to the Admission, Review, and Dismissal Process** and the **Notice of Procedural Safeguards** may be found through MISD Sp Ed Department Website and online at <http://framework.esc18.net>

TYPES OF ARD MEETINGS

IEP Annual ARD

The ARDC is required to meet at least once per year to review the student's IEP. During this IEP, the ARDC should be reviewing the previous goals/objectives, progress and current recommendations. Determination of services/supports is based on student evaluation, progress in IEPs, PLAAFP and additional campus collected data. The Annual ARD must include IEP goals.

What do I need for an ANNUAL ARD?	Who is required to attend?
· 5 day Notice of ARD	· Parent
· ARD paperwork in draft form	· Campus Administrator
· PLAAFP and Goals in draft form	· Special Ed Teacher
· Teacher information	· General Ed Teacher
· Grades / Absences / STAAR scores	· LPAC representative if identified LEP
	· *Additional Required ARDC Members based on student eligibility

Review ARD

Sometimes there is a need to go to ARD for changes to the student's programming that would impact instructional arrangement, eligibility, etc. A Review ARD may be required and will modify the student's previous annual. Reasons to have a Review ARD:

- Change in schedule that would modify instructional arrangement
- Present evaluations

What do I need for an REVIEW ARD?	Who is required to attend?
· 5 day Notice of ARD	· Parent
· ARD in draft form	· Campus Administrator
· Update PLAAFP and Goals in draft form (if applicable)	· Special Ed Teacher
· Teacher information	· General Ed Teacher
· Grades / Absences / STAAR scores	· LPAC representative if identified LEP
· Any documentation needed for review related to the reason for the meeting	· *Additional Required ARDC Members based on student eligibility

BRIEF ARD

Should **ONLY** be used for **DNQ's and Dismissals**

What do I need for a Brief ARD?	Who is required to attend?
· 5 day Notice of ARD	· Parent
· ARD paperwork in draft form	· Campus Administrator
	· Special Ed Teacher
	· General Ed Teacher
	· LPAC representative if identified LEP
	· *Additional Required ARDC Members based on student eligibility

IEP AMENDMENT

On rare occasions, there is a need to meet in order to modify portions of an IEP. An IEP Amendment may be required and will modify the student's previous ARD. A 5-day Notice of ARD is NOT required for an IEP Amendment. **Parents are NOT required to attend an IEP Amendment but must be notified of proposed changes prior to the IEP Amendment date. The date and method in which the parent was notified must be included in the deliberations.** Reasons to have an IEP Amendment:

- Correct Clerical Error (e.g. Identified STAAR testing in a testing subject that does not apply to student)
- Make changes to existing special transportation
- Make minor changes to existing information (Accommodations / Modifications, testing & Instructional)
- Add a supplement that was addressed but not included in Annual ARD by mistake.

What I need for an IEP AMENDMENT	Who is required to attend?
• Amendment in draft form	• Parent is NOT required to attend but MUST be advised & agree to proposed changes BEFORE meeting
• Date contacted parent advising of proposed changes	• Campus Administrator • Special Ed Teacher
• Any documentation needed for review related to the reason for the meeting	

TRANSFER ARD: Reasons to have a Transfer ARD:

- Student transfer from out of the district

What do I need for a TRANSFER ARD?	Who is required to attend?
• 5 day Notice of ARD	• Parent
• ARD in draft form	• Campus Administrator
• PLAAFP and Goals in draft form	• Special Ed Teacher
• Teacher information	• General Ed Teacher
• Grades / Absences / STAAR scores	• LPAC representative if identified LEP
• Any available documentation from previous district or parent for review related to services	• *Additional Required ARDC Members based on student eligibility

*Additional Required ARDC Members

Additional Member	When Required?
Assessment Personnel (SLP/Diag/LSSP)	Presenting evaluations and MDRs
Career and Technology Education Representative (CTE)	CTE courses will be discussed or if the student is enrolled in a CTE course.
Teacher for the Visually Impaired	A student is identified with a visual impairment.
Texas Workforce Solutions (TWS)	Preparing for transition services to post school activity.
Auditory Impairment Teacher	A student is identified as DHH.
Informal Interpreter	The parent needs sign/spanish translation.
Formal Interpreter	Special circumstances, and must be arranged through the Special Ed office 10 days prior to ARD date.

HOW TO PREPARE FOR AN ARD MEETING

Task
Create your caseload report by Annual and Evaluation dates to prepare for calendar of ARDs
Coordinate ARD date with Diagnostician/LSSP/Campus Admin and identify the type of ARD.
Notify by email all related service providers 10 days or more prior to ARD date. Please advise them of the date the ARD is due.
Notify your campus administrator of ARD meeting date and time with a calendar invitation. *
Complete PLAAFPS, IEPs, schedule of service page and all other items that are expected to be part of the ARD as the items presented are to be considered DRAFT items and can be revised during the ARD. Please DO NOT conduct an ARD without having prepared Draft items. A parent has the right to request a copy of the Draft ARD prior to ARD or at the ARD so you must be prepared.
Verify if the meeting will need to be conducted in English or Spanish so you may prepare Notice or consents in appropriate language.
Notify the Diagnostician/LSSP when IEPS are closed /progress reports have been updated and are ready to be locked.
The day of the ARD meeting, please confirm that all required ARDC members will be present for the meeting. If parent is a 'no show', please advise required members as soon as possible. Set up a new meeting date (with a proper 5-day Notice) and advise all required members of date change.
Upon conducting the ARD meeting, please make sure to address all areas (using the <i>ARD Agenda</i> as a guide if needed).
Update any changes discussed at ARD. If any changes impact related services, please advise service providers of those changes by email immediately.
The ARD documentation must be submitted to the Diagnostician / LSSP within a reasonable timeframe from the ARD Meeting. (3 days).
The campus Diagnostician /LSSP must submit the completed and LOCKED items to the Special Education Office within one week from the date of the ARD Meeting. (See Coordinator for clarification). Parents must be provided copies of all documents in their preferred language.
Create your caseload report by Annual and Evaluation dates to prepare for calendar of ARDs
Coordinate ARD date with Diagnostician/LSSP/Campus Admin and identify the type of ARD.
Notify by email all related service providers 10 days or more prior to ARD date. Please advise them of the date the ARD is due.
Notify your campus administrator of ARD meeting date and time with a calendar invitation. *
Complete PLAAFPS, IEPs, schedule of service page and all other items that are expected to be part of the ARD as the items presented are to be considered DRAFT items and can be revised during the ARD. Please DO NOT conduct an ARD without having prepared Draft items. A parent has the right to request a copy of the Draft ARD prior to ARD or at the ARD so you must be prepared.
Verify if meeting will need to be conducted in English or Spanish so you may prepare Notice or consents in appropriate language.
Notify the Diagnostician/LSSP when IEPS are closed /progress reports have been updated and are ready to be locked.
The day of the ARD meeting, please confirm that all required ARDC members will be present for the meeting. If parent is a 'no show', please advise required members as soon as possible. Set up a new meeting date (with a proper 5-day Notice) and advise all required members of date change.
Upon conducting the ARD meeting, please make sure to address all areas (using the <i>ARD Agenda</i> as a guide if needed).
Update any changes discussed at ARD. If any changes impact related services, please advise service providers of those changes by email immediately.
The ARD documentation must be submitted to the Diagnostician / LSSP within a reasonable timeframe from the ARD Meeting. (3 days).
The campus Diagnostician /LSSP must submit the completed and LOCKED items to the Special

Frequently Asked Questions

- **What if the campus administrator cannot be at the ARD but it is imperative that the ARD be conducted, can the campus administrator make other arrangements?**

No. The campus administrator is the head of the ARD Committee and is able to commit campus resources. Please notify your campus coordinator of any unique situations.

- **What if a parent verbally shares that they cannot attend the meeting and allows the committee to meet without them, can the ARD meeting still take place?**

No. If the parent was provided with a 5-day Notice of ARD, the parent must indicate their consent to proceed on the Notice, in writing. If you do not have consent in writing, send a second Notice of ARD with another date.

- **How many Notices of ARD are required before the ARDC can conduct the meeting without the parent?**

Two 5-day Notices are required before the ARDC can conduct a meeting without the parent in attendance. Each notice MUST represent a date showing the parent was granted 5 days advance notice. All documented efforts to conduct the ARD should be documented in the deliberations of the meeting. (Dates of notification, letters sent home, phone calls, home visits, etc.), in addition to the parent contact log, along with notices that were sent.

ARD MEETING WITH AN ADVOCATE

Notification: As soon as you become aware that a parent will be inviting an advocate or representative to an upcoming ARD meeting, contact your Diagnostician/LSSP, Campus Administrator, and Sp Ed Coordinator as soon as possible so we can help provide guidance and support.

Parent Information: Since the parent is inviting someone to attend the meeting, you and your administrator or Diagnostician/LSSP should contact the parent in advance to discuss any concerns they may have in preparation for the ARD meeting.

Scheduling the ARD date: If the ARD date has already been scheduled, then make sure all required ARDC members are aware and ARD items are ready. Advise your Diagnostician/LSSP, Sped Campus Coordinator as soon as possible. If the ARD date has not been scheduled, coordinate a date that works for all invited. If an interpreter will be needed, it is best to have a person conduct the meeting if possible.

Working on ARD Documents: Make sure all key members have had input in PLAAFPS, goals and objectives, and accommodations. Ensure that all previous IEPs are coded and closed. This includes every core area and elective teacher, even if they will not be attending the ARD. Input from all is a requirement.

Staffing: Staffing must be scheduled week before the date of the ARD committee meeting, including all campus personnel and the assigned special education coordinator. This will allow for campus ARDC members to review student information before the ARD and possibly discuss parent concerns. Be prepared to share the DRAFT ARD with updated PLAAFPS, IEPs, schedule of service page and all other items that are expected to be part of the ARD.

Sharing information before the ARD: A draft copy of the ARD must be sent home with the Notice of ARD. If you received late notice that an advocate would be attending, please discuss the situation with your campus administrator and / or Sp Ed Coordinator as soon as possible.

Follow up with a phone call to parent: After the parent has had a chance to review the DRAFT ARD, ask if she/he has any questions. If there are any concerns that can be taken care of prior to ARD, try to do so by working with the parent. Depending on the circumstance, this might require more people to be involved (e.g. related service provider, campus admin, etc.)

Day of the ARD meeting: Confirm that all ARDC members will be present and committee members attending are the members that were identified in the Notice of ARD meeting that parent received.

ARD Agenda: Follow an agenda and be sure to obtain written parental consent for Advocate participation of ARD before the ARD begins. Identify who will be documenting the deliberations.

- As each section is discussed, the ARDC should confirm if there is agreement up to that point.
- **Recess/Break:** During a lengthy ARD, there might be a time when the committee members might need a break; admin or staff might need to seek a response to a question that was posed, etc.). The ARDC can call for a short break within the same day and reconvene. If the break means that the parent has to leave the building, then the ARD must end and considered a Disagreement.
- **Ending in Disagreement:** please see ARD ENDING IN DISAGREEMENT page
- **Closing the ARD:** The ARD documentation must be completed and submitted to the Diagnostician/LSSP as soon as possible. A new notice of ARD must be created and sent home to the parent for the reconvene meeting.

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT & FUNCTIONAL PERFORMANCE

All Individual Education Programs must contain a statement of the child’s Present Levels of Academic Achievement and Functional Performance, including – (i) How the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or (ii) For Preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities.

All PLAAFPS should:

- Describe the student’s current performance in the classroom in measurable, objective terms, Identify current areas of need
- Be based on information that is current, relevant and comes from a variety of sources.
- PLAAFPS should never be the same information from previous years.

PLAAFPS CHECKLIST: STRENGTH AND WEAKNESSES AREAS THAT NEED TO BE ADDRESSED AT ANNUAL ARD:
Reading & Writing: Reading Comprehension, Reading Fluency, Basic Reading Skills
Math: Problem Solving, Calculation
Science & History: Needed in this area if Sped Supports are provided
Behavior: Behavior amongst peers, adults and in the educational environment
Self-Help Skills / Functional Skills: For students in Self-Contained settings, ESCE/ PPCD settings, please address areas such as Community Participation, Money Management, Health, Independent Living Skills, Personal Management, Self-Determination, Social Skills/Interpersonal Skills, Employment/Career Development. These areas should link identified weaknesses to transition plans as the child ages. STAAR ALT 2 testers must have a detailed description of necessary prerequisite skills.
Language and Communication: If the student receives Speech services, then communication needs to be addressed; TELPAS Levels in Listening, Speaking, Reading, and Writing if the student requires hearing aids or assistive technology devices, please indicate that in this section.

INCLUDE AT LEAST 3 OF THE FOLLOWING SOURCES:

- “Based on classroom teacher information...”
- “Based on classroom level assessments and observations with / without accommodations...”
- “Based on progress monitoring...”
- “Based on FIE...” (only if within one year)
- “Based on IEP Progress reports and grades...”
- “Based on transition information, student preferences, student interview / vocational evaluation...”

PLAAFPS DEVELOPMENT:

1. What are the sources of information upon which the statements are based, including the student's strengths and what the student is currently able to, and under what conditions can the student do it best?
2. What are the resulting priority educational needs to be addressed in the annual goal(s) written for the student including baseline data?
3. What are the effects of the disability on the student, related to his/her involvement and progress in the general curriculum?

Present Levels of Academic Achievement and Functional Performance Organizer

A- Critical Need	B- Measurable / Observable Data	Check Alignment to TEKS/PK Guidelines
Daniel, a 6th grader, has difficulty with inferential questions in all subjects.	Based on teacher-made and district benchmark written in LA, Science and History, Daniel is able to correctly answer more than 70% of factual comprehension questions; however, his accuracy with inferential questions is 40% therefore, inhibiting his progress in the general education curriculum in LA, Science and History.	6.4(A) Explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem. 6.8(A) Explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains. 6.9(A) Compare and Contrast the stated or implied purposes of different authors writing on the same topic. 6.10(A) Summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions.
Cindy, a Pre-K student, has difficulty attending to tasks.	Based on observational notes, during large group activities, Cindy is able to sit and attend to the speaker of the group for 3 minutes. Typically children of this age are able to sit and attend to the speaker, and participate for group activities lasting 15 minutes.	I.B.3.b. Child remains focused on engaging in group activities for about 20 minutes at a time.
David, an 11th grade student, has difficulty remaining on task.	Based on observations conducted twice a week over a six weeks period, David struggles to remain on task for more than 3 minutes at a time without direct supervision which involves frequent verbal reminders (average of three) and close proximity (within 2 feet).	Functional- as appropriate for the student's individual needs
Jose, a 9th grade student, struggles with simplifying algebraic expressions using the distributive property.	Based on teacher made tests in Math, Jose is able to use the communicative and associative properties with numerical equations at 85% and with algebraic equations at 70%. He is able to use the distributive property with numerical equations at 65% (with manipulatives) and with algebraic equations at 20% accuracy (with manipulatives).	A (Algebra I).4B uses the cumulative, associative, and distributive properties to simplify algebraic expression.

WRITING IEP GOALS AND OBJECTIVES

IEPs must include a statement of measurable annual goals, including academic and functional goals designed to **a)** meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and **b)** meet each of the child's other educational needs that result from the child's disability.

For the child who takes an alternate state assessment aligned to alternate achievement standards, (STAAR ALT 2), the ARD committee must include in the child's IEP a description of benchmarks or short-- term objectives.

Annual Goals

Annual Goals are statements that describe what a student with a disability can reasonably be expected to accomplish within a twelve--month period in the student's special education program. These goals are skills and/or knowledge that will be mastered, not an activity.

IEP goals and objectives must include the four criteria listed below:

1. **TIMEFRAME** identifies the amount of time in the goal period and is usually specified in the number of weeks or a certain date for completion.
Ex: Within 36 instructional weeks.....
2. **CONDITION** specifies the manner in which progress toward the goal occurs. Conditions describe the specific resources that must be present for a student to reach the goal. The conditions should outline or explain what facilitates learning for the student. The condition of the goal should relate to the behavior being measured.
For example, a goal relating to reading comprehension may require the use of a graphic organizer. The graphic organizer is the condition.
3. **BEHAVIOR** clearly identifies the performance that is being monitored. It represents an action that can be directly observed and measured.
Ex: Solve a problem, read a paragraph, write an essay
4. **CRITERION** identifies how much, how often, or to what standard the behavior must occur in order to demonstrate that the goal has been achieved. The goal criterion specifies the amount of growth that is expected.
Ex: 2 out of 3 trials, 3 daily opportunities; 70% mastery; 7 out of 10 trials

What does a measurable goal with the timeframe, conditions, behavior and criterion look like?

The following shows the natural flow of a measurable goal written from the critical needs areas taken from the student's PLAAFP.

In 36 instructional weeks using decoding skills and oral practice within a 3rd Grade passage Joseph, a 3rd grade student, will read 70 words per minute with fewer than 10 errors

By the end of the 2023-2024 school year given counseling with explicit instruction in 3 types of anger management techniques Sara, a 10th grade student, will utilize anger management techniques to reduce elopements from the classroom as evidenced by remaining in classroom 90% of the day at least 4 days per week

By May 15, 2024 given a 4th grade story prompt and 30 minutes to write Linda, a 4th grade student, will write a three-paragraph essay using transition words in sentences and between paragraphs with 5 or fewer errors

In 36 instructional weeks, when provided a visual schedule of the daily routine and asked, "What comes next?" Christina, a 4-year-old student will verbally state the correct activity in 4 of 5 anecdotal notes recorded.

By May 15, 2024 given a shirt with 1/2-inch buttons and fine motor skills Jose, a 6th grade student, will button his shirt by getting all 1/2 inch buttons in the correct buttonholes without assistance in 4 of 5 tries.

Short--Term Objectives/Benchmarks

Short--term objectives/benchmarks are the steps to be taken between the student's present levels of academic achievement and functional performance and the attainment of the annual goal. Like the annual goal, best practice will entail short--term objectives having a timeframe, condition (s), behavior, and criterion.

When short--term objectives/benchmarks are included, it is expected that at least two short term objectives for each goal be written. When considering frequency and duration, the ARD committee may specify the time that will be used for purposes of progress monitoring: for example, 80% of any 15--minute observation.

For more examples and more information on measurable annual goals and short--term objectives/benchmarks, see Individualized Education Program (IEP) Annual Goal Development Question

- Answer Document on Region One's website:
http://www.esc1.net/cms/lib/TX21000366/Centricity/Domain/59/IEP_Q_A_2015.pdf

DIRECT SERVICES/CONSULTATION SERVICES

Direct Services

Any service that is expected to be implemented directly with the student is considered a DIRECT service therefore services such as speech therapy, VI services, O&M, AI services, occupational therapy, physical therapy, APE, etc. shall be documented as such (please DO NOT document as indirect service).

The frequency of services always needs to be documented in the schedule of service page under related services/other.

The frequency of services if a student is to receive both DIRECT and CONSULT services should be documented as two separate entries in the schedule of service page.

An IEP is ALWAYS needed when providing direct services.

All service providers are expected to maintain a service provider log for each student on their caseload.

Consultation Supports/Services

Even though consultations are not a direct service to the student, related service providers are expected to make direct contact with those identified staff members in which the consultation will be taking place. Most often it will be the student's special education or general education teacher.

Any service that is expected to be implemented as a consultation between staff in place of direct service to a student needs to be identified as CONSULT (please DO NOT document as indirect service).

The frequency of services should be no less than 1 x per grading period and needs to be documented in the schedule of service page under related services/other.

The frequency of services if a student is to receive both DIRECT and CONSULT services should be documented as two separate entries in the schedule of service page.

All service providers are expected to maintain a service provider log for each student on their caseload.

An IEP should NOT be created for a consult only support/service.

What constitutes a consult?

Meeting with the general education or special education teacher to review student progress and needs. Providing recommendations to general education, special education, and instructional paraprofessional as to methods to support the student in the area of need.

*Consultation needs to be a direct conference with the student's teacher(s) and DOCUMENTED.

What DOES NOT constitute a consult?

- An email exchange between the service provider and a teacher does not take place of consultation.
- A text message conversation between service provider and teacher does not take place of consultation.

INSTRUCTIONAL SETTING/CODING

Coding information is provided directly from Student Attendance Accounting Handbook provided by TEA.

COMMON INSTRUCTIONAL SETTING CODE DESCRIPTIONS

- 00 Instructional Code (Speech Only)** - This model is designed to support special education students who are participating in a complete general education program but are provided with speech services in or out of the classroom.
- 01 Instructional Code (Homebound)** - Setting designed to support students who have a medical condition and have to be at home as per doctor's orders for a specified amount of time.
- 08 Instructional Code (Vocational Adjustment Class/Program)** - For students who are placed on a job with regularly scheduled supervision by special education teachers. This applies to full or part-time job training/employment, as documented in a student's IEP.
- 40 Instructional Code (Mainstream/Inclusion)** - This model is designed to support special education students within the general education curriculum. Students spend all or most of the day in the general ed classroom receiving support such as Inclusion, CM or related services.
- 41 Instructional Code (Resource and/or Related services) Less than 21%** - This model is designed to support special education students within the general education curriculum. Students spend most of the day in the general ed classroom receiving support such as Inclusion, CM and/or related services. The difference between 40 and 41 is that the student is being served outside of the general ed setting for a short period of the day.
- 42 Instructional Code (Inclusion or Resource or SCU) At least 21% and less than 50%** - This model is designed to support special education students with instruction in the general education setting and the special education setting. Even though the student continues to spend most of the day in the general ed setting, the student is removed from this setting for more than a period per day to receive special education instruction/support.
- 43 Instructional Code (Resource or SCU) At least 50% and no more than 60%** - This model is designed to support special education students who require intense individualized support due to lower functioning academic or adaptive levels. Students participate in the special education setting for at least half of the day with nearly half day participation in the general education setting. Students considered under this instructional setting will have a specialized need for modifications and accommodations
- 44 Instructional Code (Resource or SCU) More than 60%** - This model is designed to support special education students who require intense individualized support due to lower functioning academic or adaptive levels. Students participate in the special education setting for the majority of the day with some participation in the general education setting. Students considered under this instructional setting will have a specialized need for modifications and accommodations.
- 45 Instructional Code (Full time Early Childhood Special Education Setting)** - This model is designed to support special education students who are between the ages of 3---6 and participating in the PPCD setting.
- 81 Instructional Code (Residential Care & Treatment Facility) Mainstream**

- 82 Instructional Code (Residential Care & Treatment Facility) Resource Room /Services Less than 21%
- 83 Instructional Code (Residential Care & Treatment Facility) Resource Room/Services At Least 21% and less than 50%
- 84 Instructional Code (Residential Care & Treatment Facility) Self Contained, Mild/Moderate Severe At Least 50% and no more than 60%
- 85 Instructional Code (Residential Care & Treatment Facility) Self Contained, Mild/Moderate Severe More than 60%
- 88 Instructional Code (Residential Care & Treatment Facility) Vocational Adjustment Class/Program
- 89 Instructional Code (Residential Care & Treatment Facility) Full Time Early Childhood Special Education setting (ages 3---5)

WRITING DELIBERATIONS

When writing deliberations, information IS NOT intended to be a script of all conversations or a repeat of information that was part of the ARD and already has a designated place for documentation (e.g. schedule of service, testing decisions, eligibility). Deliberations should reflect efforts made to solicit meaningful parent participation, document parent concerns along with the district’s response to those concerns and/or pertinent information regarding the academic, social, emotional, physical or health progress for the student. If the parent requested the ARD meeting to be conducted in their native language, the deliberations must be documented in English and translated into the parent’s native language unless recorded.

----Deliberations must be read and accepted prior to consensus of ARD----

Items to consider documenting in deliberations:

- Student attendance.
- Campus/Admin concerns.
- Parent concerns and campus response to concerns.
- How a student is performing in the general ed setting.
- Newly introduced health concerns, changes in family environment, and additional information shared by parents that may impact student progress.
- Reference to early dismissal of ARDC members or need for assigned Administrative Designee for ARD meeting.
- Parent requests for additional participants in ARD meeting (e.g. family member, friend, advocate, etc).
- Documentation of attempts to notify the parent/adult student concerning the ARD.
- Information that might be pending and will need to be presented at a later date.
- Request for Independent Evaluations if the parent did not accept evaluation(s).
- ESY requests and or support for ESY.

Recommendations for summer school.

- Change to schedule that requires adjustment to LRE and reason for change.
- Changes to accommodations and reason for change.
- Parent or Admin reason for non--consensus ARD.
- End deliberations with this statement “Deliberations were read to ARDC”.

Example Deliberations for standard ARD meeting:

The purpose for the meeting was to conduct the Annual ARD. According to parent information, XX XXX has been performing well in school and his behavior at home is average. Parent shared that they have had good communication with his contact teacher this year and are well informed of XXXX's progress. According to teacher information, progress reports, and grade report, XXXX is performing at grade level with accommodations. XXXX gets along well with classmates and often likes to be a class helper. His strengths appear to be in Reading and Math. Deliberations were read to ARDC. All members agreed.

Example Deliberations for ARD meeting where parent shares concerns for academics:

The purpose for the meeting was to conduct the Annual ARD. According to parent information, XXXX has been doing well completing homework in math but struggles with reading homework and often tends to spend more than an hour on any given reading assignment. According to teacher information, progress reports and grade reports, XXXX has been performing near grade level with accommodation support in Math, Science, and Social Studies but does struggle with reading comprehension. A revision to accommodations was recommended to address the need for support in reading comprehension and reading homework assignments. Deliberations were read to ARDC.

Example Deliberations when parent did not attend the ARD after (2) 5-day Notice:

The purpose for the meeting was to conduct the Annual ARD and present reevaluation. Parent was provided with a written Notice of ARD on 8/31/2017 along with a phone call on 9/2/2017. Parents did not respond or attend designated ARD date. A second Notice of ARD for 9/10/2017 was sent home with the student and by mail. Parent was phoned on 9/11/2017 but did not answer the phone call and voicemail was not set up to leave a message. A home visit was made on 9/12/2017 to leave an extra copy of the second Notice of ARD. No one appeared to be home. Parent did not respond to Second Notice of ARD or contact attempts therefore the ARDC agreed to conduct the meeting without the parent. Annual information and evaluations were presented and accepted by ARDC. Deliberations were read to ARDC.

Example Deliberations for Amendment ARD for student not meeting SSI:

The purpose for the meeting was to conduct an Amendment ARD to address STAAR results and the need for Accelerated Instructional Plan in Reading and Math. Parent was unable to attend the meeting but was informed of recommendations over the phone on XX-XX--17. XXXX did not meet passing standards in STAAR Reading or STAAR Math during the May 2017 administration. XXXX will be provided with instructional support 15 min (3 x per week) for the next 2 weeks as part of the accelerated instructional plan. XXXX will be administered the second administration for Reading and Math in 2 weeks. Deliberations were read to ARDC.

Example Deliberations for Manifestation ARD meeting:

The purpose for the meeting was to conduct a Manifestation ARD meeting. A review of the student's current suspensions was discussed as well as the current FBA/BIP. XXXX received a referral on XX-XX--17 for drug possession. Campus hearing recommended a 45 school day suspension to ING. In review of the MDR, the ARDC determined that the infraction was not a result of a lack of implementation of the BIP nor was the infraction directly related to the XXXXX disability.

A revision to the BIP was recommended to address changes with behavior support and positive intervention. Deliberations were read to ARDC.

Example Deliberations for student with habitual absences:

The purpose for the meeting was to conduct an Annual ARD meeting. According to parent information, XXXX has had a few absences because of illness. According to teacher information, progress reports, grade reports, and attendance, XXXX has been struggling in Reading and Math. XXXX has also missed 35 school days of the current 79 days of instruction this school year. Campus nurse requested updated medical information from parents but new information has not been shared as absences have not required medical attention as per parent. Campus admin reviewed school attendance requirements and ARDC shared concern for attendance and how loss of instruction may be impacting student's academic progress. Parents are aware that lack of school attendance may also impact grade level promotion. Deliberations were read to ARDC.

ARD ENDING IN DISAGREEMENT

Parent refuses to stay for the remainder of the ARD meeting and leaves the meeting

- Invite the parent to stay and participate in the ARD process. Make them aware that even if they leave the meeting, the ARDC will continue the meeting until they conclude the development of the IEP for the student.

Parent is in disagreement with ARD recommendation(s)

- Attempt to clarify what portion of the ARD recommendation(s) the parent is in disagreement with and offer clarification to rule out any misunderstanding of recommendation. If needed, take a 10 minute break to confer with campus admin, Diagnostician/LSSP or Sp Ed Coordinator for further guidance. If this is not an option at the moment, see direction below.

Parent is in disagreement with ARD recommendation(s) and ARDC cannot continue

- Provide the parent with a copy of the Notice of Procedural Safeguards and obtain Receipt of Notice of Procedural Safeguards. Document in deliberations.
- Deliberations must be READ to ARDC.
- Request the signature of all ARDC members, including the parent (signature represents they were present for the meeting only).
- Offer to the parent the opportunity for them to mark AGREE or DISAGREE on the signature page.
- Document the area(s) of disagreement in the deliberations page.
- Offer the parent the opportunity to provide a statement as part of the deliberations outlining the basis for the disagreement.
- Offer to the ARDC the option for a 10-school day recess or longer if mutually agreed by parent and campus administrator. The recess is meant to allow each party to consult with additional resources, as well as to allow for reconsideration between both parties.
- Document the reconvene ARD date or if a date was not mutually agreed upon, document that it was offered to the parent but a specific date could not be reached at the time.
- Should the parent opt not to recess the ARD meeting, which is their right, explain that the LEA will implement the IEP as determined by the ARDC. A Notice of Proposal/Refusal must then be sent to the parent informing them of the proposed or refused action that the ARD will be implementing.

- Regardless of whether a 10-day recess will or will not be needed, please notify your Diagnostician/LSSP and Sp Ed Coordinator by email about the ARD meeting so further guidance may be provided.

Any ARD ending in disagreement needs to be closed and **ARCHIVED**. Please **DO NOT** leave the **ARD OPEN** as a Disagreement ARD waiting to reopen when the **ARD** reconvenes. Another ARD with a new Notice of ARD will need to be created.

PRIOR WRITTEN NOTICE (PWN)

PWN is Required with every ARD meeting. Prints with Signature Page

According to the Parent's Guide to the ARD Process, (February, 2021),

One of the parent's rights under IDEA is to receive *prior written notice* (PWN) about certain actions concerning their child before the school actually takes the action. Specifically, a school must give parents prior written notice in their native language or other mode of communication when:

The school proposes to initiate or change the identification, evaluation, educational program, or educational placement or the provision of FAPE to the child, (including a change prompted by your revocation of consent for the continued provision of special education and related services); or

If the school refuses to initiate or change the identification, evaluation, educational program, or educational placement of the child or the provision of a FAPE to the child.

PWN must be given to parents at least five school days in advance of the actions that the school proposes or refuses to take, unless the parent agrees to a shorter timeframe-- but even a waived Notice needs PWN. The school must provide the PWN regardless of whether the parent agreed to or requested the change.

After an ARD, the parent/adult student can waive the five-school day waiting period between the current IEP and the implementation of the proposed IEP. If waived, be sure to obtain parent signature in the section that follows the signature page, Waiver for Notice to Provide Services.

The Prior Written Notice must include 1) A description of the action proposed or refused, 2) an explanation of why the agency proposes or refuses to take the action, 3) a description of each evaluation procedure, assessment, records, or report the agency used as a basis for the proposal or refusal, 4) a statement that the parents of a child with a disability have protection under the procedural safeguards, 5) sources for the parent to contact to obtain assistance in understanding the provisions of this part, 6) a description of other options that the IEP team considered and the reasons why those options were rejected, and 7) a description of other factors that are relevant to the school's proposal or refusal.

Key things to remember about the PWN:

- The date of the PWN is the date of the ARD Meeting
- The PWN is a summary of the decisions made at the ARD meeting
- A PWN is required with every ARD Meeting.
- The PWN is not given to the parent until after the ARD committee has made its decisions.
- The school must provide the PWN at least five school days before it implements the proposal or refusal described in the notice, unless the parent/adult student waives the five-school day waiting period.

Per TEA, PWN is the agreed--upon, implemented programming / placement decisions finalized in ARD. If you are experiencing repeated disagreement ARDs, this can become problematic in keeping track of what is implemented. In these situations, please consult with your campus Coordinator for assistance.

PART III: MAINTAINING RECORDS AND DATA COLLECTION

BRIGANCE REPORTING

Who will be tested using Brigance?

- All students that have a modified curriculum.(If the student is on an IEP where curriculum has been modified, or will take a modified or alternate state assessment)

How often will students be tested using Brigance?

- Students will be tested annually in preparation for annual ARD's
- PPCD students will be tested upon entry and exit of our 3--5-year-old programs (Each time a COSF is submitted).
- *Elementary campuses do not have Transition Skills (Blue Book). If you need to do an assessment for an autistic student, you will need to obtain one from your campus coordinator.

Instructions for completing Brigance Training

- Go to the website www.curriculumassociates.com
- Go to the professional development tab
- Under the professional development tab, select product training
- Scroll down to Brigance Special Education
- Select appropriate Brigance Inventory Training
 - a. Comprehensive Inventory of Basic Skills II (green book)
 - To be completed by all Resource/Inclusion, Self--contained Teachers and Secondary Life Skills Teachers
 - b. Inventory of Early Development II(yellow book)
 - To be completed by all ECSE, Life Skills, and Self--Contained Teachers
 - c. Transition Skills (blue book)
 - To be completed by all Middle School and High School Teachers and Elementary Teachers of students that are autistic and will turn 12 during the school year

CHILD OUTCOME SUMMARY

State Performance Plan (SPP) Indicator 7 reports the percent of preschool children (3--5) with Individualized Education Programs (IEPs) who demonstrate improved:

- Positive social--emotional skills (including social relationships);
- Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- Use of appropriate behaviors to meet their needs.

- In order to determine improvement, data collection is taken when the child enters the program and again when he/she exits.

FAQ From Texas Education Agency

SPP Indicator 7: Early Childhood Outcomes Frequently Asked Questions General SPP 7 and Child Outcome Summary Form (COSF) Questions

1. Once the progress data has been recorded on the COSF and the data has been entered into the online SPP 7 application, what is done with the paper version of the COSF?

A copy of the COSF should be retained. It is recommended that a copy be placed in the child's special education eligibility folder. If the child moves into another district within the state, the IEP team may use the previous COSF as a source for additional information on the child.

2. Do we have to use the paper form, or can the data be entered directly into the online application?

Yes, a paper copy of the COSF should be completed and retained.

3. When the guidance states "...placed in the Preschool Programs for Children with Disabilities (PPCD)".....is that in reference to children placed in the classroom typically referred to as the "PPCD room" and are coded "44 or 45" OR any three-- , four-- , or five--year-- old children with an individualized

education program (IEP), regardless of placement and/or disability determination?

Preschool Programs for Children with Disabilities (PPCD) refers to the special education program for all three-- , four-- or five--year--old children with disabilities. The use of that term in this context does not refer to a particular room or code. Children with a disability coded 00 or speech only should have a COSF entry and exit if they meet the definition of each.

4. Are districts allowed to collect data on a sample of children?

No. Districts will submit data for all three-- , four-- or five--year--old children with disabilities who meet the criteria for Entry and Exit found on the TEA website at:

http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Data_and_Reports/General_Information_--_SPP_Indicator_7/

5. What are the criteria for Entry and Exit for children age five who are in kindergarten?

Entry- If a five--year--old child is determined eligible to receive special education services, Entry is defined as the date the child begins receiving special education services as documented on the child's IEP.

Exit- If a 5--year--old child turns six after September 1 of the current school year and the ARDC has determined the child will continue receiving special education services, then the assessment must be conducted and results recorded on the COSF not earlier than 30 school days (not calendar days) before the child exits the program. The ARDC may make the decision that the exit COSF should be completed at the end of the school year.

If a child turns six after the end of the school year, but before September 1 of the subsequent school year, then assessments are conducted and summarized, progress data on the three outcomes are recorded on the COSF and entered into the online application during the last 30 school days (not calendar days) of the regular school year. See Question 29 for ESY.

6. Can a district or charter school complete the rating portion of the COSF at the ARDC meeting?

Yes. The district or charter school may complete the rating portion of the Entry or Exit COSF prior to or immediately following an ARDC meeting. It is also appropriate to integrate the child outcome measurement into the IEP process by documenting supporting evidence for the COSF throughout the IEP process.

7. Do districts complete the COSF for the children with services plans who are served in a private school?

Districts should only collect data on three-- and four--year--old children who are dually enrolled and who meet the criteria for Entry and Exit found on the TEA website at:

http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Data_and_Reports/General_Information_-_SPP_Indicator_7/

8. Should a district report data on the COSF for a five-- year-- old child who became eligible to receive special education services in March and turns six in April?

No. The child would be receiving services for less than six months.

9. If a child withdraws and moves to a new district, can the previous district share the child's COSF with the new district?

Yes. It is recommended that a copy of the COSF be placed in the child's eligibility folder. The new district will need to complete a new entry COSF and enter data into the online SPP 7 application.

10. If a child is enrolled and attends for only a few days and then withdraws, is a district required to complete a COSF?

No.

11. When is "multiple disabilities" (MD) checked on the input form in the online SPP 7 application?

"Multiple Disabilities" is checked when the child meets the MD eligibility criteria as defined in 19 Texas Administrative Code (TAC) Section 89.1040(c)(6).

12. Who should be included on the team completing the COSF?

When selecting members of the rating team, districts should choose individuals who are familiar with the child's functioning in the outcome areas across a variety of situations and settings. Educational professionals and the parents will work together to complete the COSF. The Early Childhood Outcome (ECO) Center has resources to expand team approach and several other resources to help teams determine a child's functioning with regard to the three child outcome statements. Visit <http://ectacenter.org/eco/pages/outcomes.asp>.

13. Who completes the COSF for students with speech impairments (SI) who are served in the regular early childhood program?

The team completing the COSF would need to include the parent and other educational providers (e.g. Speech-- Language Pathologist) who are familiar with the child's functioning in the outcome areas.

14. What date should be used when recording Entry data on the COSF?

The date the child begins receiving special education services. For children, birth to age three, who receive services for auditory impairments (AI) and/or visual impairments (VI) from districts, see Question #15.

15. Do we collect Entry Data at age three on children who receive AI and/or VI services from districts from birth to age three?

The rating team will complete the COSF using current assessment data reflecting the child's current functioning levels upon the enrollment of a child with an auditory and/or visual impairment in a PPCD program at age three.

16. For districts that rely on ECI assessments for the Entry COSF data, how are they to handle the back date assessment portion of their data entry?

If a district uses ECI assessments for special education eligibility, the date on the COSF will be the date the student begins special education services.

17. A child was receiving services as a three-year-old during the previous school year and was withdrawn from the district. This student returned as a four-year-old and re-enrolled in the same district in January of the next school year. Must an Entry COSF rating be completed on this student within 30 school days (not calendar days) of their re-enrollment?

A new Entry COSF rating scale may be completed. However, if an Entry COSF exists in the SPP 7 online application for a child, the district does not need to complete another Entry COSF. The application will only allow a child to have one entry record per district.

18. How many entries and exits records can a child have listed in the SPP 7 online data application?

The online data collection application allows a child to have ONE entry record per district and one exit record per child. Once a student has an Entry and Exit record in the system (completed and submitted) the SPP 7 application will not allow another Entry or Exit to be recorded for that student.

19. If an ARDC meeting was held months prior to service provision start date (e.g. ARDC in May, Start in August) is the Entry date the date the child first received services?

Yes. The Entry date is the date the child begins receiving special education services.

20. Is the Entry data required for all children receiving services or only those new to the program?

Districts should report data on children who meet the criteria for Entry and Exit criteria found on the TEA website at:

http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Data_and_Reports/General_Information_-_SPP_Indicator_7/

21. Is entry based on a child's chronological age or at a certain point in time (e.g. child's birth date or September 1st)?

Entry is based on when a child begins receiving special education services (enters PPCD) for the first time in a district or charter school, not on a specific date in time such as September 1st or when the child turns age three, four, or five.

22. Does the COSF need to be completed when the period of time between a child's services is initiated and the end of the school year is less than 30 days?

A COSF must be completed if all assessments have been done, parent input has been gathered, and the rating team has a chance to meet and complete the COSF. It is recommended the COSF be completed as soon as possible after the child's entry in the program.

23. How soon after the child begins to receive services or transfers into a district will entry data be collected?

Entry data should be recorded within 30 school days (not calendar days) after the child begins receiving special education services (enters PPCD).

24. Can exit data from ECI be used for COSF Entry data for preschool services?

Yes. It can be used as one of the sources of information for the COSF.

25. What date should be used on the COSF when recording Exit data?

The last day the child received special education services in PPCD should be used when recording Exit data on the COSF.

26. Is Exit data recorded on the same COSF that contains the child's Entry data?

No. A second COSF must be used to record the Exit data. All students who exit from the program will have two completed COSFs in their eligibility folder.

27. Do we complete questions A (top portion of the COSF) and B (bottom portion of the COSF) for exit?

Districts must complete questions A and B on a second COSF. All students who exit from the program will have one completed Entry COSF and one completed Exit COSF in their eligibility folder.

28. When collecting Exit data, how long does a district have to complete the COSF rating after a child has stopped receiving services and exited the program?

The COSF should be completed as soon as possible after the student is no longer receiving services.

29. Does the six months of consecutive service include extended school year (ESY) services?

No. ESY is not included when calculating the consecutive months of service.

30. When are Exit data collected on the child who turns six in July or August?

If a child turns six after the end of the school year, or on or before September 1 of the subsequent school year, then assessments are conducted and summarized, progress data on the three outcomes are recorded on the COSF and entered into the online application during the last 30 school days (not calendar days) of the regular school year. In the case of a child receiving ESY, the assessments must be conducted, ratings completed, and results reported prior to ESY.

31. How many Exits can a child have recorded in the SPP 7 application?

In the SPP 7 application, a child can only have ONE Exit record. Once a student has an Entry and Exit record in the system (completed and submitted) the SPP 7 application will not allow another Entry or Exit to be recorded for that student in the same district.

32. What happens to the Entry record of students who leave a campus and never have an Exit record completed?

Beginning in 2015--2016 data collection, all students who meet the criteria for exiting must have an exit reason recorded in the data collection prior to certification and submission.

33. Will the campus be held accountable for a student with an Entry completed, but no Exit record?

The district will be held accountable for reporting all children, ages three through five, who meet the Entry and Exit criteria.

PROGRESS MONITORING

Who is responsible for maintaining progress monitoring?

Any special education teacher, VI, AI, APE, OT, Speech Pathologist, or assistant, and or counselor that is providing support to a student that has a short--term objective in the service they are supporting.

Do I have to use a specific progress monitoring form?

Please use the Progress Monitoring Form provided within SuccessEd.

Do I have to maintain student work samples for students with short- - term objectives?

If in the IEP, one of the methods of evaluation includes 'work samples', then you must maintain an ongoing collection of student work samples (paper based or electronically). Items should be readily available to review during progress reporting, parent/teacher conferences or any ARD meeting reviewing the IEP progress.

- The progress monitoring form will be used for any goal that has short term objectives (Any student that is taking or projected to take alternate assessment must have a minimum of 2 short term objectives)
- Progress will be measured a minimum of one time per week for any goal the student is working on
- Work samples should be collected when applicable to backup data collected
- Progress will be taken on ALL goals before and after all holidays lasting more that 5 weekdays (summer, Christmas, Thanksgiving, spring break)
- If regression is seen on a goal, after a holiday, re--teaching and monitoring must continue weekly for that goal until the student has regained lost skills
- Data from progress shown on goals and objectives as well as assessment should be used when discontinuing, continuing, or creating new goals and objectives for new IEP's
- If you have any questions while doing progress monitoring, contact your diagnostician or coordinator

UPDATING PROGRESS REPORTS

- All special education teachers and service providers are responsible for updating progress on student's goals and objectives. Periodic reports on the progress the student is making toward meeting the annual goal will be provided concurrently with the issuance of regular report cards and/or the conclusion of the annual goal.
- The contact teacher will send a copy of the student's goals/objectives page to the parent which contains a brief written statement indicating the progress that the student has made towards meeting annual goals.
- Address each column for each goal/objective on the Progress Reports Screen:
A brief statement will be written in the General Comments box indicating the progress the student has made towards the annual goal should include the student's current performance. Add objective data such as percentages or how many times out of 10 (for example) the student can perform the task/objective. Ensure that the progress monitoring data (work samples, logs, etc.) you have supported the objective data in the event of an audit.
- The contact teacher of the student is responsible for securing the IEP Progress reports from other special education teachers and related service providers. The contact teacher will send a copy of the updated progress report at the end of the grading period or during the annual ARD when the IEPs are closed.
- A copy of the updated progress reports must be kept locked by the contact teacher throughout the year and then given to the Diag/LSSP/SLP at the annual to be and filed with the Annual ARD.
- Any student with an IEP needs to have a Progress Report completed for each IEP at the end of every grading period and a copy of the Progress Report must go home the same day as the campus report card. If you need more guidance in completing a progress report, please contact your campus SLP for a refresher or refer to the Success Ed Progress Reports User Guide. You will find this in the User Guides.

SERVICE LOGS

The IEP must include the projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications (34 CFR300.320 (a) (7)).

Service logs/notes have been created in order to document the implementation services by teachers and related service personnel. These logs will be kept in the student's campus folder and must be readily available if a parent or administrator requests them.

Service logs/notes should reflect the services that the student has been determined to receive as documented in the student's IEP. Service logs and therapy notes must match in regard to the services provided to the student.

In Class Support Log: To be completed by the special education teacher/paraprofessional each time they provide in class support services. The log must be signed/initiated by the general education teacher at the

end of the grading period or more frequently as directed by your campus principal. Complete one log per student and logs must be separated by grading period.

Resource Instruction Log (Elementary Schools Only): To be completed by the special education teacher each time the student comes into the classroom for resource instruction. The log must be signed/initialed by the student. Complete one log per student and logs must be separated by grading period.

Related Services Log/Notes: To be completed by the related services/service provider (OT, PT, ST, VI, AI, APE, Counseling, O&M) each time they provide services. The log must be initiated by either the general education teacher or the special education teacher of the student. Service logs and therapy notes must match in regard to the services provided to the student.

SCHOOL HEALTH AND RELATED SERVICES (SHARS)

For students with disabilities covered under the Medicaid program, the law allows for school districts to obtain reimbursement for the following services listed in a student's individual education plan: Occupational Therapy, Physical Therapy, Speech Therapy, Personal Care, Nursing, Transportation, Assessments performed by an LSSP, and Counseling. Districts choosing to use Medicaid benefits to receive reimbursement for special education services must first obtain written parental consent to do so and must participate in the Random Moment Time Study annually. The Medicaid Consent Form is to be utilized for obtaining written parental consent.

Billable Services include:

- Physical Therapy
- Occupational Therapy
- Speech Therapy
- Assessments by LSSPs
- Counseling by LPCs
- Personal Care (including O & M and Adaptive PE)
 - A current Personal Care Supplement must be on file in the current ARD/IEP.
- Nursing / Medical
 - A current Skilled Nursing Supplement must be on file in the current ARD/IEP.
 - A one-time Parental Medicaid Consent must be on file in the current ARD/IEP.
 - Once the Parental Medicaid Consent form has been obtained, a Written Annual Notification to Access Public Benefits or Insurance must be given to parents annually and must be included and submitted to the special education office as part of the ARD.
- Special Education Transportation
 - Special Education Transportation services are reimbursable only on the school days that the SHARS services mentioned above are rendered.
 - Any of the services mentioned above that are being provided must be in the student's Individual Education Plan (IEP)
 - A current Special Transportation form must be on file in the current ARD/IEP.

RANDOM MOMENT TIME STUDY (RMTS)

- RMTS is a federally accepted statistically valid random sampling technique that determines what portion of the selected group of participant's workload is spent performing Medicaid reimbursable activities. This study is mandatory for any district participating in the SHARS Medicaid Program.
- All participants must be trained annually. McAllen ISD conducts training in August for all employees likely to be included in the study.
- If selected for the study, the participant will receive an email from Fairbanks. The participant must answer the following questions for every sampled moment.

1. Were you providing Personal Care Services? Yes or No
If Yes: was the Services defined on the student's IEP?

2. Who was with you?

- No, one alone
- Student, Special Ed
(Age 0--2) (Age 3--20) (Age >21)
- Student, Special Ed, Life skills
(Age 0--2) (Age 3--20) (Age >21)
- Student, Not Special Ed
- Student (Multiple)
- A Student's family member
- Community Contact
- Staff Meeting
- Staffing (no students/family present)
- Staffing (student and family present)
- On the phone with parent
- District Staff – administrator, school nurse
- District Staff related service provider
- SHARS Service Provider
- Non SHARS Service Provider
- District Teacher
- Other: Please specify below

3. What were you doing?

- Typically, a 2--4 sentence description that provides sufficient information.
- The activity description should be a detailed response, as to what the participant was doing
- Keep in mind that the person coding the moment has no idea of the participant's job description, tasks performed or why they are performed. It is up to the participant to provide the information needed for independent coders to code the response accurately.
- If the participant was not working the moment should indicate whether the participant was on paid/unpaid time off. (spring break, winter break).

4. Why were you performing this activity? Why must match what #3

- To provide a direct medical service as defined on a student's IEP
- To provide a direct medical service not defined on a student's IEP

- To provide an educational service as defined on a student's IEP
- To provide an educational service not defined on a student's IEP
- To determine a student's eligibility for school health related services
- To determine a student's eligibility for other services
- To improve health services for the district's students
- To provide or obtain information to or from a student's family regarding school health related services

PART IV: PLACEMENTS AND EXTENDED PROGRAMS

SELF-CONTAINED PLACEMENT / CLASSROOM EXPECTATIONS

Students in the self-contained setting typically fit the following criteria:

- A **significant cognitive disability** determined by the ARD Committee and based on formal evaluation. This cognitive disability must impact the student's intellectual potential and be documented as such in the student's IEP.
- Require specialized support to access the grade level curriculum. These students need specialized academic instruction as well as support throughout the day in areas such as expressing their needs, getting from place to place, feeding, negotiating social situations, and / or taking care of personal needs, such as toileting.
- Requires intensive, individualized instruction in a variety of instructional settings, and needs specialized academic instruction and techniques, over a period of time, to ensure that he or she can learn, retain information, and transfer skills to other settings.
- Accesses and participates in grade0 level TEKS through prerequisite skills, and access to the general curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the TEKS through prerequisite skills that are linked to the grade level curriculum through essence statements.
- For students who are enrolled in grade levels that participate in state assessments, these students are not expected to participate in their enrolled grade level regular STAAR, since the need for this alternate state assessment is provided in the documentation within the student's ARD forms in the PLAAFPS, accommodations, and goals and objectives (that modify the grade level TEKS).
- Although some students do present challenging behaviors, this placement should not be considered for students who can otherwise have the intellectual capacity to participate in general education courses and do not require prerequisite based skills/modified instruction.

NOTE: Placement in a Self-Contained setting requires consensus of the ARD Committee. Furthermore, all ARD Committees considering SC placement must consider, address, and discuss a plan for inclusion with non-disabled peers to the maximum extent appropriate. The "Assurances", read by an administrator at the conclusion of each ARD guarantee the parent that the following are carefully considered:

- The ARD committee assures that removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

- The ARD committee assures that each student with a disability participates in nonacademic and extracurricular services and activities, including meals, and recess periods, with nondisabled students to the maximum extent appropriate to the needs of the student.
- The ARD committee assures that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled.

Classroom Expectations for Self-Contained Classrooms

- The school administrator and staff should establish high standards for each child, youth, and young adults in self---contained settings. We are, after all, held accountable for their progress toward their learning goals and outcomes.
- Each Self-Contained Unit (SCU) should strive to keep students engaged in meaningful, purposeful learning activities in a structured, organized classroom. Classroom visitors should see students actively engaged at learning stations, supervised at all times, and participating in developmentally appropriate and engaging activities.
- Students who require adaptive equipment must have specific documentation in the IEP to support the use of such equipment, (such as Rifton chairs, helmets, etc.).
- A **student portfolio** with student work samples should be collected and maintained all year, and for each student, so that teachers can document milestones and acknowledge progress toward meeting annual goals.
- Teaching should include varied activities to sustain attention and promote learning. Activities should be age appropriate and of high interest.
- Teacher monitoring of learning should include moving around the room to check on individual student work, guided activities, monitor attention and appropriate behavior, and promote a sense of purpose for students. This also serves to set the expectation for the year.
- Paraprofessionals should support the teacher in monitoring behavior and providing appropriate feedback to students and helping sustain engagement in learning activities.
- A simple gesture of welcoming, including items such as a parent newsletter, a welcome letter, or a welcome card are encouraged at the start of every school year to introduce yourself as the student's teacher, or to simply welcome the students back to school.
- Maintaining communication with parents on issues, particularly on a regular basis---- and not only when you need to report an incident, fosters the parent-teacher relationship and builds trust.

HOMEBOUND SERVICES

Special Education Homebound Eligibility Requirements:

- The Student is chronically ill, and is expected to be confined to his/her home for a minimum of four consecutive weeks except for visits to the doctor, or be confined to home or hospital bedside for any period of time totaling at least four weeks throughout the school year, due to the condition;
- The Student's medical condition and need for Homebound services is documented by a physician licensed to practice in the United States for the ARDC to consider.

- The student is eligible for Special Education & Homebound services as determined by an ARD committee.

NOTE: Placement in Homebound requires consensus of the ARD Committee. Furthermore, all ARD Committees considering Homebound placement, (regardless of the reason for HB), must periodically address and discuss a plan for safe reintegration back to the home campus throughout the duration of the homebound placement.

School nurse will assist in:

- Identifying and obtaining medical confirmation regarding the student's chronic health condition, serious illness, or injury. The school nurse may go on a home visit with special education staff or other assigned staff to determine student status and needed medical interventions or accommodations that should be subsequently documented in the student's ARD.
- The campus school nurse, or contact teacher, once notified of the possible need for HB services, will notify the campus Educational Diagnostician or LSSP regarding the student's possible need for Homebound Needs Evaluation – Referral.
- Upon the student's return to school, a staffing is recommended that involves the school nurse and Campus Contact Teacher / Special Ed teacher as well as other relevant members to review student's medical accommodations, schedule, and needed medical procedures, if applicable.
- Attending ARD Committee meetings when appropriate, to stay informed of any health or medical changes in student health status.

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The Education Diagnostician or Licensed Specialist in School Psychology (LSSP) will:

- Ensure that Homebound placement is *the only* viable option for educating the student.
- Obtain CONSENT for DISCLOSURE OF CONFIDENTIAL INFORMATION from Parent and explain the reason for the request.
- FAX / Scan the HOMEBOUND NEEDS EVALUATION – REFERRAL (Found on District ARD management software, and Notice of Release / Consent to Release Confidential Information (signed by the parent) to the Special Education Office, Attention Jennifer Castellanos at 956- 632-3269 or scan and email.
- Once a doctor's recommendation has been obtained, the campus diagnostician will review the HB Needs Evaluation from Doctor for all eligibility criteria and will schedule the ARD Committee meeting to consider the Recommendations from Doctor on The Homebound Needs Evaluation. Please remember that this is only a recommendation.
- If the ARD committee recommends Homebound Services, the Diagnostician or LSSP will immediately email the Campus Coordinator and Coordinator for Homebound Services so that a Homebound teacher can be assigned.

The Assigned Homebound Teacher will:

- 'Reply to All' to acknowledge receipt of assigned student email and will communicate with the Contact Teacher at the campus.
- Call the parent to schedule an appointment to Review the Parent Homebound Agreement and schedule a class time for the student.
- Meet with campus contact teachers and core teachers to explain the process for grading, attendance, and assignments.
- Pick up and return assignments at the campus, assist the student with Google classroom, email, or other homework or Modules submittal platforms, and ensure delivery.
- Provide instruction in Core areas, (English, Math, Science, Social Studies), and Elective courses provided as independent study when appropriate—or if graduation is at stake for the student.
- Maintain & report attendance records to the appropriate campuses.
- Maintain records as required for HB documentation. (Activities, Progress Monitoring, etc.).
- Collaborate with Home Campus on student grades, meeting with teachers, as necessary.
- Collaborate with Home Campus on students returning to campus, hold Annual ARDs and Briefs for current HB students and submit ARDs to campus Diagnostician / LSSP for review and submittal.

- Once the HB period has ended, the HB teacher, working in collaboration with campus, requests a Doctor's release to return to school and scheduling an ARD meeting to address the change in Instructional Setting back to the home campus setting.
- Report to Coordinator any issues with services, and regularly keep Coordinator informed of any changes in the HB schedule if students return to campus.

The Home Campus Contact Teacher will:

- Monitor annual ARD timelines for HB students, schedule annual and brief ARDs in collaboration with Homebound Teacher.
- Assist the HB teacher with communication with General Education teachers to ensure assignments are submitted and returned, following IEP and accommodations as recommended in ARD.
- Provide an accessible area for assignments pick up and drop off for the Homebound Teacher.
- Maintain communication with parents, particularly if a student is expected to return to the campus.

EXTENDED SCHOOL YEAR SERVICES

Extended School Year services (ESY) are individualized instructional programs extended beyond the regular school year for disabled students who have been determined by the admission, review and dismissal (ARD) committee to be subject to severe or substantial regression and extensive recoupment problems if not provided those services.

Extended school year services are not to be confused with summer programs provided on an optional basis for enrichment or recreational purposes. Extensive recoupment time shall mean that, without the ESY, the student will suffer severe or substantial regression of critical developmental skills to the point that the recoupment of these skills lost during the break in services will prevent the student from receiving an appropriate education.

Regulations for Extended School Year Services

Federal Regulations

§300.309

1. Each public agency shall ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph(2) of this section.
2. Extended school year services must be provided only if a child's IEP team determines, on an individual basis, in accordance with § 300.340- 300.350, that the services are necessary for the provision of FAPE to the child.
3. In implementing the requirements of this section, a public agency may not— (i) Limit extended school year services to particular categories of disability; or (ii) Unilaterally limit the type, amount, or duration of those services.

State Regulations

§89.1065

- The need is determined on an individual basis. A school district may not
 - Limit ESY services to a particular category of disability
 - Unilaterally limit type, amount, duration of ESY
- Need must be documented from formal and/or informal evaluations provided by district or parents.
- The documentation shall demonstrate that in one or more critical areas addressed in the current IEP objectives the student has exhibited, or reasonably may be expected to exhibit, severe, or substantial regression that cannot be recouped within a reasonable period of time.
- A skill is critical when the loss of that skill results in any of the following during the first 8 weeks:
 - Placement in a more restrictive instructional arrangement.
 - Significant loss of acquired skill is necessary for the student to appropriately progress in the general curriculum.
 - Significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services.
 - Loss of access to community-based independent living skills instruction or an independent living environment provided by non-educational sources as a result of regression in skills; or
 - Loss of access to on-the-job training or productive employment as a result of regression in skills.

What does it all mean?

- Placement in a more restrictive instructional arrangement-- The loss must impact the student in some way, that an ARD meeting was called in order to increase special education time somewhere (the child will need more time in the special education setting--more resource, more speech, more OT, etc.)
- Significant loss of acquired skills necessary for the student to appropriately progress in the general curriculum (IE: In May, the child had mastered certain skills in reading. It is not 6--8 weeks back into the new school year and the child is nowhere near that same level of proficiency. You have spent over 2 months going over TEKS the child appeared to know in May)
- Significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special ed. or related services. (Additional therapy or assistance is now required. Where the student did not need as much 1:1 assistance, he is now needing it again. This would need to be documented in ARD)
- Loss of access to community-based independent living skills instruction or an independent living environment provided by non-educational sources as a result of regression in skills; (Due to such a regression in skills, the student no longer qualifies for the group home or independent living condition)
- Loss of access to on-the-job training or productive employment as a result of regression in skills (loss of job or training due to regression is so severe that employment is no longer viable).

How do we really know that there was regression?

- Only data can tell you if a student regressed.
- You must document where they were before a break in order to know if they regressed.
- Documentation will be kept on the district progress monitoring form
- Documentation must be presented when discussing decision to refer or not refer for ESY services

If regression has been established, what comes next?

- Include the specific objectives that showed regression
- The committee, by using a preponderance of evidence and some practical judgment will determine how much time it actually takes to work on that one objective, to maintain skill (not to improve skill)
- If there are more than one, how much time realistically does it take to work on them for the “season”, to maintain skill (not to improve skill)
- Who realistically can work with the student? Does it have to be a professional?
- Where can the IEP be worked on? Does it have to be in a school?
- How many times per week, per summer does the student realistically need to work on the IEP to **prevent regression (to maintain skill, not to improve skill)**?
- Then the data is given to the Coordinator along with all materials needed, and personnel are found to implement the IEP's.

ALTERNATIVE PLACEMENT

From time to time, a student who violates the McAllen ISD Student Code of Conduct is assigned placement at the I & G Center, and on rare occasions, a student is required to attend JJAEP (Juvenile Justice Alternative Educational Placement). Placements to the I&G Center are ARD committee decisions, whereas JJAEP Placements are determined on an individual basis, services are assigned by the County Juvenile Court, and are mostly guided by McAllen ISD Student Support in collaboration with the Special Education Office for ensuring services are provided. The Alternative Education Placement Removal Checklist as well as the completed removal packet must be emailed to the special education coordinator in charge of removals at least 5 days prior to the MDR.

In any case, it is important that staff are aware of the number of days the student has been out of the general education classroom and missing vital instruction. In the best interest of the student, and with the goal of service delivery to all of our students, the following roles are defined for each staff member when the special ed student is out of the classroom, suspended off campus, or expelled from the home district.

Please note: For children who are homeless or in substitute/ foster care, McAllen ISD must also provide notice to the child's educational decision-maker and case worker regarding manifestation determination reviews.

Roles of Staff for the duration of a student's stay in In-School Suspension:

The student has been assigned to In-school suspension. In these situations, the home campus contact teacher must work closely with the ISS Staff to keep record of the number of days that the student has been removed from the general education classroom. Please remember that placement in ISS cannot be for longer than 3 consecutive days. In the case of an audit, Skyward attendance dates and codes must match the suspension dates on SPED record.

Responsibility of staff for a student assigned OCS /staff member:

- | | |
|-----------------|--|
| Contact Teacher | <ul style="list-style-type: none">• Maintain contact with Administrator for reason for student removal to OCS/ISS• Follow up with student after OCS/ISS is served to ensure student has not fallen behind in coursework• Ensure the student attends after school tutorials with the general ed teacher for the subjects in which the student has fallen behind or is struggling• Maintain a log of days removed for the student• Contact Campus Diag/ LSSP once FAPE days are approaching• Maintain communication with the I&G Sped Teacher for the duration of the student's stay to ensure annual ARD timeline is not missed. |
| Administrator | <ul style="list-style-type: none">• Begin Cumulative Data Removal log for special ed students,• Ensure Skyward Attendance is coded appropriately.• Participate in ARD / MDR as FAPE days expire |

Roles of staff for the duration of a student's enrollment in DAEP(I&G):

Responsibility of staff:

Once a student commits a violation of the student code of conduct that requires they enroll at the DAEP (I&G Center), and an MDR has already been conducted, the following responsibilities must be met by the staff indicated below.

Home Campus Contact Teacher

- Emails the Special Ed Teacher at I&G to notify them of the pending enrollment of the student
- Maintains communication with I&G to ensure that the student completes home campus coursework for major grades, that may be shared for credit at I&G, if possible, to ensure academic success for the student / particularly when graduation or credits are at stake.
- Work collaboratively with the I&G center to hold a student's annual ARD, (held at I&G **only** if the student's annual ARD date occurs during the student's enrollment there).
- Creating IEPs, a schedule of service for when the student returns to the home campus, and collaboratively updating PLAAFPS.
- A representative from the home campus should attend the Revision ARD to place the student back at the home campus. Phone participation is acceptable only for these Revision ARDs.
- Ensure that the student is withdrawn from the home campus and an appointment to enroll at I&G is set.

I&G Special Ed Teacher

- **If the student's annual ARD date occurs during the student's stay at the I&G Center, I&G will host the annual ARD in collaboration with the home campus.**
- Maintain IEP Progress on District ARD management software for each student for the duration of the students' enrollment at the I&G Center.
- Complete Transition Interviews / Updates for students attending the I&G Center and update on District ARD management software ARD Draft.
- Add current and relevant PLAAFPS statements that reflect current competencies and academic needs, so that Home Campus Contact Teacher can collaborate and complete.
- Notify the home campus of a student's return to the home campus, and invite the home campus to attend the ARD to return the student to the home campus.
- Submit any ARD meeting documents to the home campus Diag / LSSP for processing and submission to Sped Office.
- Provide parent copies in their native language.

Home Campus Diagnostician / LSSP

- Attend any annual ARD at the I&G Center for students whose evaluation is due, or if assessment such as a counseling evaluation or FBA / BIP need to be presented.
- Lock final copy of any ARDs from I&G.

Roles of Staff for the duration of a student's enrollment in JJAEP:

In the rare event that a student is sent to the Hidalgo County JJAEP while they are simultaneously enrolled as an MISD student, home campuses are responsible for all related services & state assessments, if those assessments are administered during the student's time in JJAEP.

Periodic communications with JJAEP administration are conducted several times a year, however, The Student Support Services office is notified once an MISD Sped student is enrolled.

In turn, the Special Education Administration Office is notified and then notifies the home campus.

Responsibility of staff:

Staff Member	Activity
Contact Teacher	<ul style="list-style-type: none"> • Is notified by the Home Campus Diag / LSSP
	<ul style="list-style-type: none"> • May be asked to provide some assignments for missing work (if within the same grading period and as allowed by District policy)
	<ul style="list-style-type: none"> • May be asked to prep an ARD if one is required to address any item(s)
Home Campus Administrator	<ul style="list-style-type: none"> • Is notified of testing decisions and may be asked to provide staff to be used for state testing if needed.
Home Campus Diagnostician / LSSP	<ul style="list-style-type: none"> • Is notified and asked to gather state testing information and current allowable accommodations for testing.
	<ul style="list-style-type: none"> • May be asked to evaluate the student (if needed or requested through ARD, or to address Evaluation Review)
Special Ed Central Office	<ul style="list-style-type: none"> • Maintain communication with JJAEP and MISD Student Support Office to provide the necessary services (if appropriate)
	<ul style="list-style-type: none"> • Assigns McAllen ISD Staff items as needed • Ensures services are following ARD & IEP

PART V: REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF

AN OVERVIEW OF MISD RDSPD

The Regional Day School Program for the Deaf (RDSPD) is coordinated through the McAllen Independent School District, McAllen, Texas.

We provide educational services for deaf and hard of hearing students from McAllen ISD and nearby districts through Shared Service Arrangement (SSA).

Our RDSPD Program Serves students from birth to 21 years of age with a hearing loss that significantly impacts the development of language and/or performance in school.

Currently in the state of Texas, there are 55 Regional Day School Programs for the Deaf (RDSPDs). These programs were established according to Texas Administrative Code (TAC) §89.1080:

In accordance with the Texas Education Code (TEC) §§30.081–30.087, local school districts shall have access to regional day school programs for the deaf operated by school districts at sites previously established by the State Board of Education (SBOE). Any student who has a hearing impairment which severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance shall be eligible for consideration for the Regional Day School Program for the Deaf, subject to the admission, review, and dismissal (ARD) committee recommendations.

MEMBER AND NONMEMBER DISTRICTS AND CHARTER SCHOOLS

* Non Member Districts

Donna	Mission CISD	San Isidro ISD
Edcouch-Elsa	Santa Maria ISD	Sharyland ISD
Edinburg CISD	South Texas ISD	Valley View ISD
Hidalgo ISD	Monte Alto ISD	Weslaco ISD
La Joya ISD	Pharr-San Juan-Alamo ISD	IDEA Public Schools
La Villa ISD	Progreso ISD	Excellence in Leadership Academy
McAllen ISD	Rio Grande City CISD	Vanguard Academy
Mercedes ISD	Roma ISD	Premier High School
South Texas Educational Tech. *	Triumph*	

MCALLEN ISD CLUSTER SITES

<p>Jose de Escandon Elementary 2901 Colbath Avenue McAllen, Texas 78503 956-971-4511</p>	
<p>Theodore Roosevelt Elementary 2801 S. 26th Street McAllen, Texas 78503 956-971-4424</p>	
<p>Dorothea W. Brown Middle School 2700 S. Ware Rd. McAllen, Texas 78503 956-632-8700</p>	
<p>McAllen Memorial High School 101 E. Hackberry Ave. McAllen, TX 78501 956-632-5201</p>	
<p>S.T.R.I.D.E.S. 1601 N. 27th Street McAllen, Texas 78501 956-971-4200</p>	

COMMUNICATION PHILOSOPHY

The McAllen ISD Regional Day School Program for the Deaf believes that total communication is best for all of our students. Our RDSPD communication philosophy follows Texas Education Code (TEC) Sec. 29.303 which says “ Students who are deaf or hard of hearing must have an education in which their unique communication mode is respected, used, and developed to an appropriate level of proficiency.” McAllen ISD RDSPD understands and respects that Deaf and hard of hearing students come from diverse backgrounds, experiences, and communication needs. As a result of this we provide students a choice when it comes to language such as, but not limited to listening and spoken language, manual-visual languages and systems. Students may also acquire and utilize skills related to speech reading and the use of assistive technology. Itinerant students will be provided with services specific to being Deaf or hard of hearing based on individual needs.

McAllen ISD’s RDSPD knows that early intervention is the key to successful Deaf and hard of hearing students. Our Parent Advisors work closely with Early Childhood Intervention (ECI) to provide support to parents of Deaf and hard of hearing children younger than 3 years of age. Parents are provided with

communication options, through an unbiased approach in order for the parent to decide what is best for their child and family. Following our referral process, children are then set up on the path that best fits their individual needs as soon as they turn 3 years of age.

ELIGIBILITY FOR DEAF AND HARD OF HEARING

LEGAL REQUIREMENTS

Federal Regulations §300.8 Child with a Disability (a) General	Commissioner's/ SBOE Rules §89.1040 Eligibility Criteria (c) Eligibility definitions	State Laws	
		§30.083 Statewide Plan	§29.310 Assessment
<p>(3) <i>Deafness</i> means a hearing impairment that is so severe that a child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.</p> <p>(5) <i>Hearing impairment</i> means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.</p>	<p>(3) <i>Auditory impairment.</i> A student with an auditory impairment is one who has been determined to meet the criteria for deafness as stated in 34 CFR, §300.8(c)(3), or for hearing impairment as stated in 34 CFR, §300.8(c)(5).</p> <p>The evaluation data reviewed by the multidisciplinary team in connection with the determination of a student's eligibility based on an auditory impairment must include an otological examination performed by an otolaryngologist or by a licensed medical doctor, with documentation that an otolaryngologist is not reasonably available, and an audiological evaluation performed by a licensed audiologist. The evaluation data shall include a description of the implications of the hearing loss for the student's hearing in a variety of circumstances with or without recommended amplification.</p>	<p>(a) The director of services shall develop and administer a comprehensive statewide plan for educational services for students who are deaf or hard of hearing, including continuing diagnosis and evaluation, counseling, and teaching. The plan shall be designed to accomplish the following objectives:</p> <p>(6) Recognizing the need for development of language and communication abilities in students who are deaf or hard of hearing, but also calling for the use of methods of communication that will meet the needs of each individual student, with each student assessed thoroughly so as to ascertain the student's potential for communications through a variety of means, including through oral or aural means, fingerspelling, or sign language.</p>	<p>(c) The procedures and materials for the assessment and placement of a student who is deaf or hard of hearing shall be in the student's preferred mode of communication. All other procedures and materials used with any student who is deaf or hard of hearing and who has limited English proficiency shall be in the student's preferred mode of communication.</p>

*The following procedures are established for all member districts in the Shared Services Arrangement.

DHH ELIGIBILITY

To qualify as a Deaf or hard of hearing student, formal and informal assessment of communication, linguistic, sociological, academic, cognitive, psychological, physical, and any other areas pertinent to the child must be included. Multiple sources of data should be considered in order to determine if the student's hearing loss is adversely affecting his or her educational performance.

The following 3 areas must be addressed and included as part of the Full Initial and Individual Evaluation for consideration as a Deaf or hard of hearing student:

Reports completed by a licensed audiologist, otolaryngologist or licensed medical doctor:

1. **Otological Examination**
2. **Audiological Evaluation**

Report completed by referring district

3. **Communication Assessment/Hearing Loss**

****Referring districts must include the DHH recommendation in the summary and conclusion section of the FIE. This recommendation is necessary to be considered for DHH services through RDSPD.**

The RDSPD utilizes The Expanded Core Curriculum for Students who are Deaf or Hard of Hearing created by the Iowa Department of Education Bureau of Student Family Support Services which focuses on the unique skills needed for DHH students to access the general education curriculum.

There are eight content areas:

Audiology	Functional Skills for Educational Success
Career Education	Self-Determination and Advocacy
Communication	Social-Emotional Skills
Family Education	Technology

To qualify as a student with a **Deaf-Blindness**:

The evaluation data reviewed by the group of qualified professionals in connection with the determination of the child's disability based on deaf-blindness must comply with the evaluation procedures of Deaf or Hard of Hearing and Visual Impairment.

Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs **solely** for children with deafness or children with blindness.

Multidisciplinary/ IEP teams should always consider the following when determining best services for students:

- language and communication needs

- opportunities for direct communication with peers and professionals in the same language and communication mode
- academic levels
- full range of needs
- opportunities for direct instruction in the child's language and communication mode
- need for assistive technology devices and services

PROCEDURES FOR REFERRALS, TRANSFERS, AND SERVICES

Initial Referrals, 0 to 3 Years of Age

Listed below are the procedures for an initial referral of a child between the ages of zero (birth) to three and identified with a hearing loss.

- ECI will submit referrals to the RDSPD office for assignment of Parent / Infant Advisor. ECI will be the case manager for the child.
- Documentation from an Otologist and Audiologist will be reviewed by the Parent / Infant Advisor and RDSPD Administrator for confirmation of the hearing loss.
- Parent / Infant advisor visits the home for an intake meeting to gather information for the communication assessment.
- ECI will coordinate the scheduling of the IFSP meeting at a time that is mutually agreeable to all parties involved. The Parent / Infant Advisor must attend all IFSP meetings.
- The Parent / Infant Advisor will assist the IFSP committee in developing goals and establishing a schedule of AI services to be provided through the RDSPD, if the child is eligible.
- ECI holds the IFSP meeting at the infant's home.
- Progress notes will be submitted monthly to ECI.

Transition to school based services

- ECI, home district representative, and parents will meet to initiate the assessment process.
- Follow Initial Referral procedures (see below).

Initial Referrals, Children 3 to 21

For students who have been diagnosed by a medical professional with a hearing loss, and are between the ages of three to twenty-one, an initial referral for DHH Services from MISD RDSPD, may be made as follows:

- The initial referral for DHH and services must be done through the school district in which the student resides, using that district's paperwork and procedures for referral.
- The home district should contact the MISD RDSPD Program to facilitate services. RDSPD will begin tracking the referral. Referrals should not be sent to RDSPD through itinerant teachers.
- A current FIE completed by the home district personnel will be submitted. Evaluation staff will be available for support and assistance in interpreting information in the reports.

- The student must meet federal and state eligibility for DHH(see page 8.)
- An ARD meeting will be held in the home district, with participation by a certified DHH representative from the RDSPD (A DHH representative must be a member of the ARD meeting that determines eligibility and services). The paperwork and procedures followed will be those of the home district supplemented by RDSPD Representative.
- If the student meets eligibility criteria as DHH, the RDSPD teacher will assist the ARD committee in selecting the appropriate modifications, accommodations, and goals/objectives to support the needs of the student.
- If the student meets eligibility criteria as DHHI, they may be eligible for itinerant services in the home district or placement in the RDSPD cluster site at MISD.
- Itinerant services offered include representation at ARD meetings, consultation, or direct services which are a minimum of 45 minutes weekly in the home district.
- A continuum of services is offered at the RDSPD cluster site in MISD (see page 5).
- The level of services provided for a DHH student is determined by the student's Present Levels of Academic Achievement and Functional Performance and where those needs can best be met in the Least Restrictive Environment.

Transfer students:

The procedures for a Deaf and hard of hearing students who move into a member district from another cluster site are as follows:

- Parents will register the student at the home district.
- The home district will contact the previous RDSPD to verify placement and services.
- The home district will schedule a Transfer ARD meeting and invite an RDSPD representative.
- Services from the previous RDSPD will be honored until the 30 school day Permanent Placement ARD.
- RDSPD will be responsible for conducting the Permanent Placement ARD for students serviced at the cluster site.
- Home district will be responsible for conducting the Permanent Placement ARD for itinerant students. A DHH teacher must be invited and present at all ARDS for itinerant students.
- Appropriate placement will be initiated at the cluster site as soon as transportation can be arranged with the home district.
- Home district will provide RDSPD with current FIE and IEPs from the prior district.

ARD Meetings

The home district will be invited to all ARD meetings held at the RDSPD cluster sites.

- For special cases where placement or disciplinary issues will be discussed, the home district will be asked to send a supervisor to the ARD.
- RDSPD will provide a 5-day notice for all cluster site ARD meetings
- Home districts are asked to give Itinerant teachers at least a 5-day notice of upcoming ARD meetings.
- RDSPD itinerant teachers must attend all ARDs for DHH students in their home district.

- RDSPD Assessment Personnel will attend the Initial Placement ARD when cluster site services are
- recommended.

Related Services:

For students eligible for related services and to attend the RDSPD cluster sites:

- Transportation will be provided by the home district to and from the cluster site.
- Assessments requiring related services must be included in the FIE.

For students who need **interpreter services** as a related service, based on the home district's FIE, the RDSPD Evaluation Personnel will provide the following at the ARD meeting:

- Supplement: Referral to RDSPD- Sign Language Interpreter

The following supplements will be provided by RDSPD representatives for **all DHH students**:

- DHH Supplement
- RDSPD Supplement (only required for cluster site students)

Continuum of Services and Supports

Services include the following:

- Parent Infant Services
- Itinerant
 - Direct
 - Consult
- Cluster Site
- Total Communication Track
- Oral Track
- Self-contained
- Inclusion
- Co-Teaching
- Mainstream
- Deaf+ class
- STRIDES

Determining services

* Multiple sources of data including formal and informal assessments should be considered when determining the level of services. The same 5 areas listed for DHH eligibility should be considered:

- 1. Otological Examination**
- 2. Audiological Evaluation**
- 3. Communication Assessment/DHH**
- 4. Cognitive/Adaptive Behavior strengths and weaknesses**
- 5. Academic levels**

When considering a **change in level of services**, the above mentioned data should be gathered, presented and reviewed at a staffing, by a multidisciplinary team (**which must include an RDSPD administrator**) prior to presenting a recommendation to an ARD committee.

ADDITIONAL SERVICES AND ACTIVITIES

All students should be afforded the opportunity to participate with their school peers in activities outside the scope of the IEP, under the following guidelines:

The home district will provide transportation between the student's residence and the RDSPD cluster site. In addition, the home district will provide transportation when tutorials, extracurricular activities (including athletics) and summer school are required for participating students.

*Interpreting Services for RDSPD cluster site students provided by RDSPD

Graduation

Students attending the RDSPD program at MISD will graduate upon completion of IEPs and graduation requirements.

Aural-Oral Program

- Effective Fall of 2023
- Provide Deaf or Hard of Hearing (DHH) services to Aural-Oral DHH students that need daily support from a certified Teacher of the Deaf and Hard of Hearing (TODHH).
- Specialized techniques, such as speech reading, natural gestures, and visual cues, along with amplification will teach students to maximize the use of residual hearing. Leading to students' ability to develop English linguistics and language acquisition.
- Sign language is not used in this approach to develop English proficiency; a highly qualified TODHH specializing in Aural-Oral Deaf Education will guide students in language acquisition and development of reading and writing skills.

Deaf+ Class

Criteria for placement of Students in the McAllen ISD RDSPD Deaf+ Class

The Deaf+ Class at the McAllen ISD RDSPD is designed to promote communication, academic, functional and life skills for students who are RDSPD eligible and who have additional learning and/or adaptive behavior needs. Placement in this classroom will be determined on a case by case basis. This classroom is a very restrictive environment, however, students participate in inclusion opportunities per their IEP.

Students for whom the Deaf + class may be appropriate are students who(se):

1. Are eligible for RDSPD (TAC §89.1080. Regional Day School Program for the Deaf. In accordance with the Texas Education Code (TEC), §§30.081-30.087, local school districts shall have access to regional day school programs for the deaf operated by school districts at sites previously established by the State Board of Education (SBOE). Any student who has a hearing impairment which severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance shall be eligible for consideration for the Regional Day School Program for the Deaf, subject to the admission, review, and dismissal (ARD) committee recommendations.)

2. Are not able to make academic progress through auditory means, their primary mode of communication is sign language, and behavior does not impede student learning.
3. Have cognitive and language ability to access instruction from a Teacher of the Deaf
4. Have significant delays in the following areas requiring a more intensive RDSPD:
 - Has a Cognitive disability based on most recent FIE
 - Requires extensive specialized support to access grade level curriculum
 - Requires intensive individualized instruction in all instructional settings
 - Requires prerequisite skills in order to access and participate in grade level TEKS

The following completed documentation must be submitted to the RDSPD for consideration into the Deaf+ Class:

- Current FIE (must include the following Assessments)
- Audiological
- Otological
- Communication
- Adaptive behavior Scale/ Functional Skills Assessment
- Any other Assessments relevant to the student's needs

Referring a Student to the Deaf + Class

Placement in the Deaf+ class is not a prescription – it is an ARDC recommendation and decision. The presence of a hearing loss does not automatically lead to placement in the RDSPD as the LRE. Likewise, additional learning needs do not automatically lead to placement in a Deaf+ class. The ARD Committee must first determine if the student’s hearing loss qualifies them for direct instruction from a teacher of the deaf, or if they need only consultative services from a teacher of the deaf.

If the student is eligible for placement at the RDSPD cluster site and meets the criteria for the Deaf+ class, the ARDC and the RDSPD will determine if placement in the Deaf+ class is the LRE for the student.

As with all IEP components, the decision would be data driven and would constantly be monitored for progress. Whenever possible, the student’s schedule will include opportunities to participate in the general education setting.

Additional Assessments which can and should be used to help drive decisions:

<u>Informal</u>	<u>Formal</u>	
Student Portfolios	STAAR	TAPS-4
Language Samples	EOC	FFL
Teacher Observations	VCSL-sign	i-Ready
Benchmarks	Brigance	Amplify

<u>Informal</u>	<u>Formal</u>	
	CIRCLE	SPICE
	TPRI	HELP for memory
	eCASLLS	Listening 100%
	CELF-5	PARC checklist
	OWLS-II	MAP Growth

McAllen RDSPD Itinerant Staff

Itinerant Teachers are certified TODHH who provide services to DHH students in their home district. The TODHH focuses on self advocacy and auditory skills that will enable the student to access grade level curriculum.

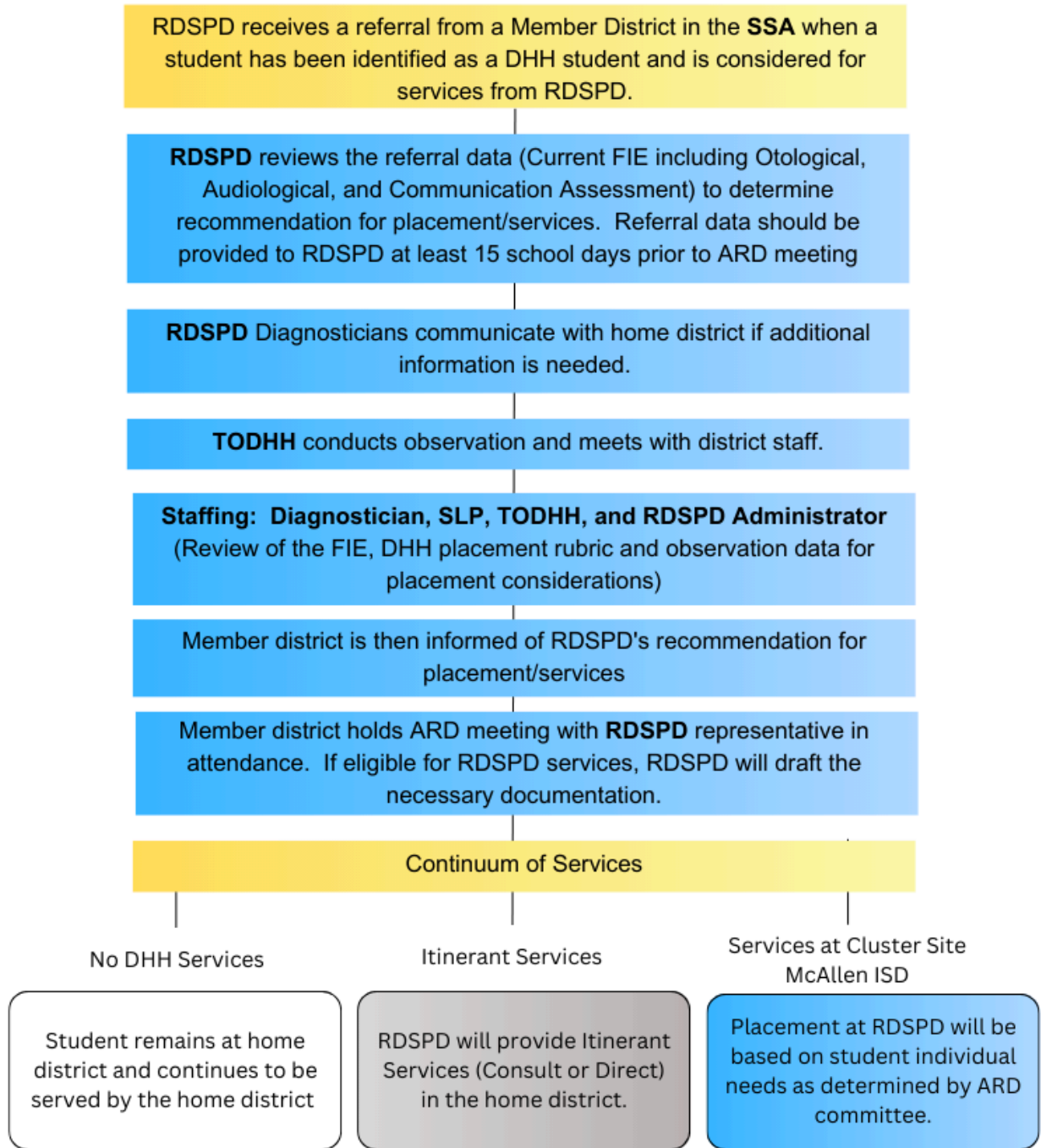
Parent-Infant Advisor is a certified TODHH who has received specialized training in working with families and their child who is DHH between the ages of 0 to 3. The TODHH provides support to families by fostering communication and language through direct or consult at home services. The Parent-Infant Advisor attends Individualized Family Service Plan (IFSP) meetings

Referral Process

- RDSPD PEIMS Clerk receives a referral from LEA
- Referral is emailed to RDSPD administrator & Educational Diagnostician.
- RDSPD administrator will assign referral to itinerant teacher via email and on Google Drive Referral Form.
- Itinerant teacher will contact the case manager & campus teacher to schedule an observation.
- Itinerant teachers will track progress on Google Drive Referral Form.
- Itinerant teacher will complete observation and assessment.
- Itinerant teachers will schedule a meeting with the RDSPD administrator to discuss observation and results of assessment to determine recommendation.
- Itinerant teacher will contact LEA Diagnostician and/or case manager to schedule ARD Meeting.
- Itinerant Teacher will attend ARD and update Google Drive Referral Form.
- RDSPD Student Tracking Form should be completed and submitted to the RDSPD Clerk.
- RDSPD PEIMS Supplement (blue copy) should be submitted to RDSPD PEIMS Clerk.
- RDSPD PEIMS Supplement (goldenrod copy) should be given to LEA Educational Diagnostician at ARD Meeting. Itinerant teacher will email a copy to LEA PEIMS Clerk

Flow Charts

Regional Day School Program for the Deaf (RDSPD) (Students from age 3 to 21 by Sept. 1st)

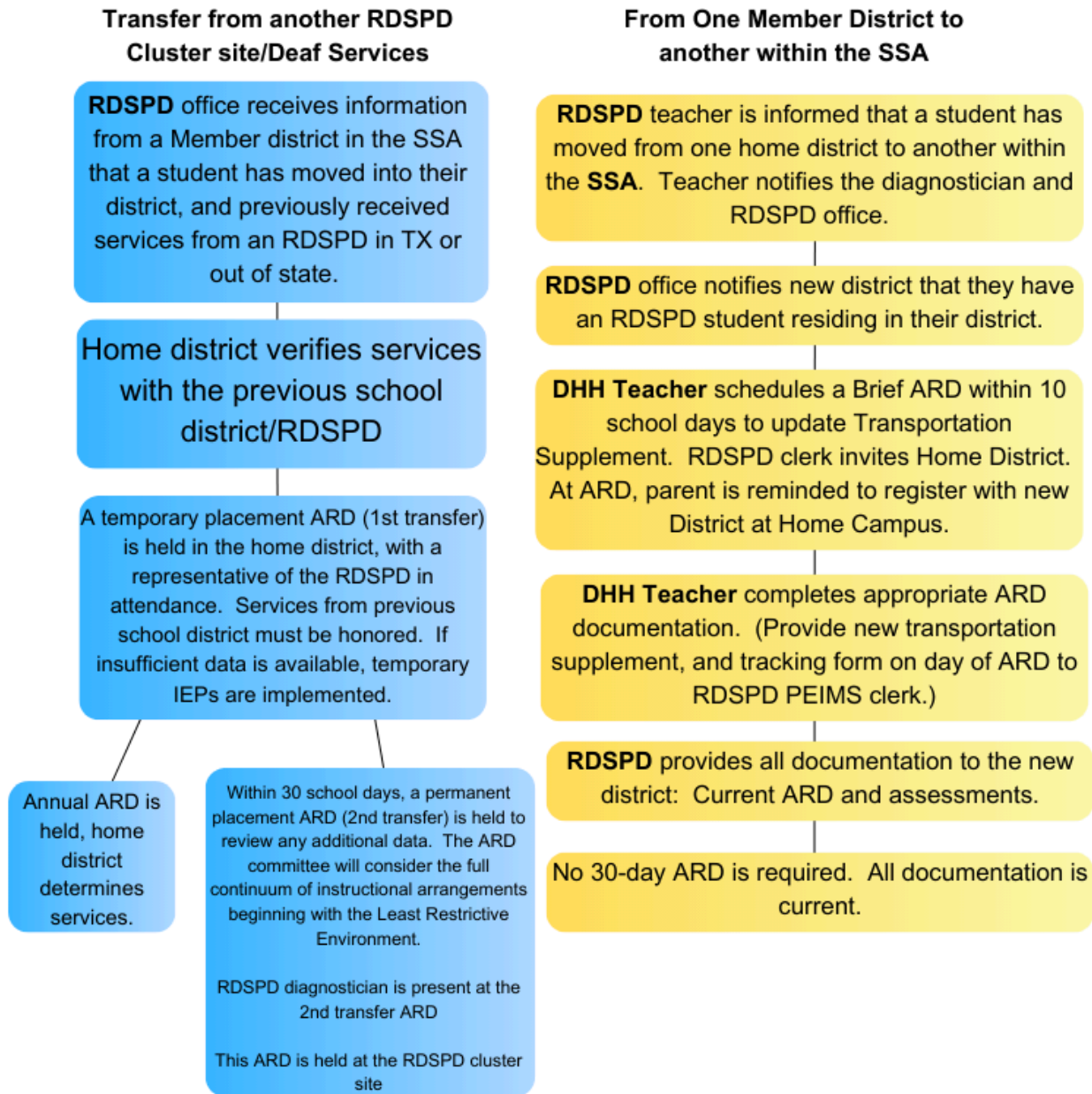


*TODHH: Teacher of the Deaf or Hard of Hearing

*SSA: Shared Services Arrangement or the Interlocal Cooperative Agreement that we have with the districts for all services provided

Revised 6/1/2023

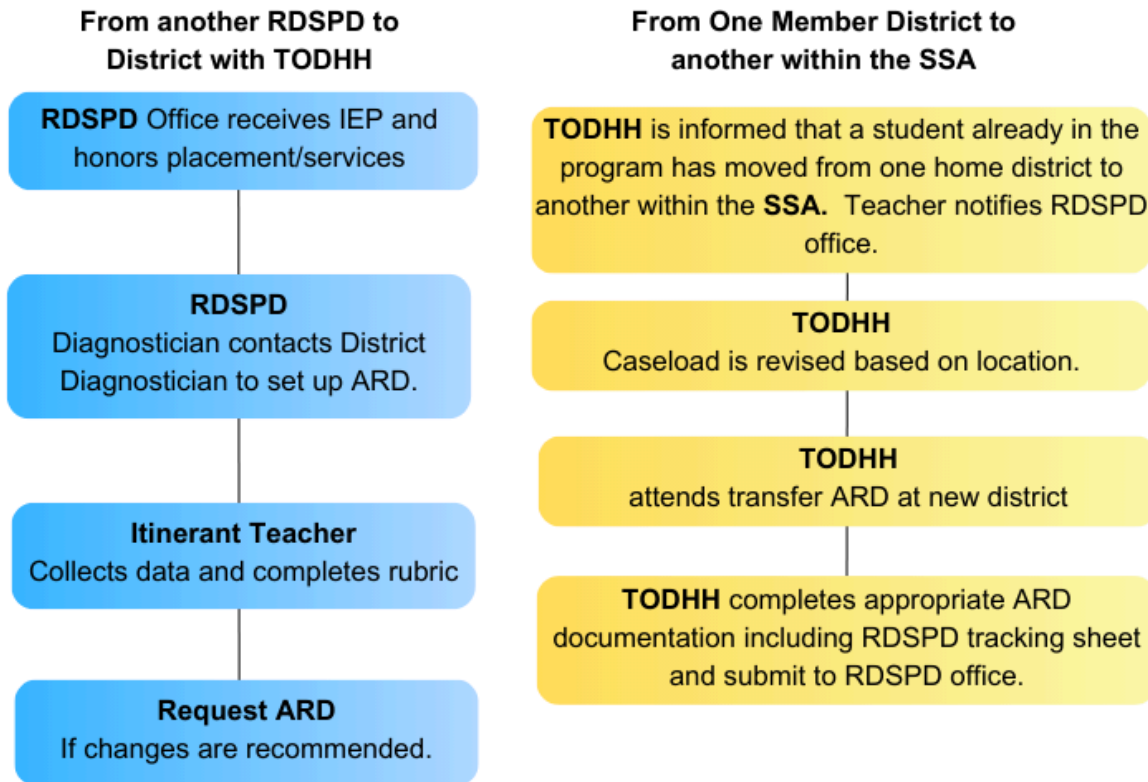
Regional Day School Program for the Deaf (RDSPD) CLUSTER Transfer Students



*SSA: Shared Services Arrangement or the Interlocal Cooperative Agreement that we have with the districts for all services provided

Revised 6/1/2023

Regional Day School Program for the Deaf (RDSPD) Itinerant Transfer Students



*TODHH: Teacher of the Deaf or Hard of Hearing

*SSA: Shared Services Arrangement or the Interlocal Cooperative Agreement that we have with the districts for all services provided

Revised 6/1/2023

Regional Day School Program for the Deaf (RDSPD) Procedures for Entry/Exit

(Students age 0 to 3: Parent/Infant and Transition Services)

RDSPD receives a referral from ECI (Region 1 or Easter Seals) when a hearing loss has been diagnosed.

RDSPD notifies ECI of the required assessments for eligibility criteria:
Audiological, Otological
Audiological & Otological are obtained by ECI and shared with RDSPD.

RDSPD obtains completed Audiological & Otological a Parent Infant Advisor visits the home for an intake meeting to gather information for the Communication Assessment.

ECI holds the IFSP meeting at the infant's home with a Parent Infant Advisor from RDSPD and recommends services for the infant from RDSPD

Infant Meets Eligibility

NO

RDSPD does not provide services in the home to the family and infant

YES

The family and infant receive services from RDSPD in the home: Services are Direct or Consult recommended at the IFSP meeting until the age of 3.

ECI Transition

Before the age of 3, ECI holds a transition meeting with the Local Education Agency (LEA) to obtain parent's consent for the Full and Individual Initial Evaluation (FIIE). RDSPD is invited, but not required to attend.

The LEA conducts a Full Individual Initial Evaluation (FIIE) and is sent to RDSPD for review to determine level of services

Refer to the Referral Procedures for students from ages 3 to 21

Revised 6/1/2023

PART VI: BEHAVIOR SUPPORTS AND DISCIPLINE PROCEDURES

FUNCTIONAL BEHAVIOR ASSESSMENTS AND BEHAVIOR INTERVENTION PLANS

How can an IEP Address Behavior?

When a child's behavior impedes the child's learning or that of others, the IEP Team must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior (34 CFR §300.324(a)(2)(i)). Additionally, the Team may address the behavior through annual goals in the IEP (34 CFR §300.320(a)(2)(i)). The child's IEP may include modifications in his or her program, support for his or her teachers, and any related services necessary to achieve those behavioral goals (34 CFR §300.320(a)(4)). If the child needs a BIP to improve learning and socialization, the BIP can be included in the IEP and aligned with the goals in the IEP. Prior to conducting a BIP, an FBA must be conducted to determine the function of the behavior.

What is a Functional Behavioral Assessment?

A functional behavioral assessment is an approach to figuring out why someone acts or behaves a certain way. It is the process of gathering and analyzing information about a person's behavior and accompanying circumstances to determine the purpose or intent (function) of the actions. These investigatory procedures, derived primarily from the orientation and methods of applied behavior analysis are also known as "functional behavioral analysis".

Why Conduct a Functional Behavioral Assessment?

By gathering data and conducting experiments that evaluate the effects of environmental variables on the behavior, concerned staff members can usually find the meaning (function) of the behaviors and determine why they are occurring. Understanding the functions, predictors, and consequences help us determine appropriate interventions. A behavior change program (Behavior Intervention Plan) can then be developed to help the student display more appropriate behavior in meeting his or her needs.

When Should a Functional Behavioral Assessment Be Conducted?

A functional behavioral assessment should be conducted as required by law for special education students. This could include:

- When the student's behavior impedes his/her learning or the learning of others
- When an ARD committee determines in a Manifestation Determination Review that the conduct was a manifestation of the child's disability
- When removals constitute a pattern of removals for similar behaviors
- When a removal constitutes a change of placement

A functional behavioral assessment could be done for any child:

- When you want to reduce problem behavior while promoting appropriate behavior

- When behavior is impeding his/her learning or the learning of others

Who Should Conduct a Functional Behavior Assessment?

- Conducting a Functional Behavioral Assessment is a team effort made up of Individuals who are involved in improving or eliminating the student's behavior. The ranges of individuals who can be involved are: administrators, counselors, teachers, parents, and paraprofessionals.

Possible Functions of Behavior

All behavior serves one of the following purposes (functions):

- To obtain or gain something (e.g., attention, money, good grades)
- To escape or avoid something (e.g., penalties, embarrassment, pain, fear)
- Sensory Stimulation

Some Things to Consider for Functional Behavioral Assessments

Functional behavior assessment is based upon the following assumptions:

- challenging behaviors do not occur in a vacuum
- behaviors are weakened or strengthened by the responses that follow them
- behavior is a form of communication
- "misbehavior" might be adaptive (justifiable and understandable) given the circumstances
- all behaviors demonstrated by all persons serve a function and have a purpose. If benefits didn't result from showing certain behavior, then individuals would stop doing them.

Writing The BIP

When Writing the BIP the following should be included:

- Target behaviors
- Specific measurable and observable goals
- Intervention description and method
- Start and frequency of intervention
- Method of evaluation
- Persons responsible for each part of the intervention and evaluation
- Data from evaluation

Some Additional Things to Consider When Writing the BIP

- All interventions should be positive behavior supports (based on reward rather than consequence)
- Data must be collected and maintained for record keeping purposes including:
 - Behavior charts and/or graphs representing progress on behavior charts
 - Frequency of any rewards earned
 - Frequency of use of any additional supports (cool down times, use of behavior regulation tools such as 5 Point behavior scale, sensory time, use of self-regulation curriculum such as Zones of Regulation)

Some Ideas for Addressing Behavior by Function:

Escape/Avoidance:



(Behavior is to escape/avoid a task/demand)

A number of seemingly uncorrelated behavior may be exhibited to escape/avoid task/demands.

Characteristics	Antecedent Strategies/Modifications to task/demand (Prior to problem behavior):
<p>May look like but not limited to:</p> <ul style="list-style-type: none"> ● Non-Compliance - not following direction when given a request, ignoring requests and continuing with desired task, not completing work, leaving assigned area, head down/ignoring/shutting down ● Inappropriate Verbal Responses- verbal demands/threats, cursing, name calling, making provocative comments, asking unrelated questions and negotiating ● Physical Aggression Toward Others/Objects hitting, punching, poking, kicking, choking, grabbing, standing on desks, invading peers space, spitting and physical posturing 	<ul style="list-style-type: none"> ● Curricular Revision <ul style="list-style-type: none"> ○ Is task/demand too difficult? ○ Too easy/boring? ○ Is it meaningful for the future? ○ Missing prerequisites? ● Instructional Revision <ul style="list-style-type: none"> ○ Is pace too fast/slow? ○ Is error rate too high? <ul style="list-style-type: none"> ■ Prompts? Prompting Sequence ○ Enough reinforcement? ○ Different response format? ○ Does everyone teach the same way? ● Peer tutor/work with peer Classwide Peer Tutoring
Behavioral Interventions - Strategies and Supports:	Consequence Strategies (What to do when behavior occurs):
<ul style="list-style-type: none"> ● Teach student a replacement behavior to “Request a break” and/or “ask for help” Teaching a Break <ul style="list-style-type: none"> ○ Teacher models and practices with student ○ Redirect/cue the use of the replacement behavior ● Allow choice - student chooses a preferred activity (before given a task/demand) to earn as a reward for completing the task/demand ● Use “First__Then__” statements to inform the student what they must do to obtain reward. First/Then Visual ● Follow a non-preferred task with the most preferred ● Offer alternative choices when presenting the demand (prior to problem behavior) ● Use frequent praise and social reinforcement when on task Reinforcement Ideas ● Provide reward for completing portions of work Token Economy 	<ul style="list-style-type: none"> ● Keep task/demand- Student doesn’t get to escape the task until it is completed ● Provide reinforcement upon completion of original task/demand Reinforcement Ideas ● Delay reinforcement and preferred tasks until the task/demand is completed ● Review social skill/story Social Stories ● Time owed ● Limit attention when redirecting ● If the environment has been altered, have student restore AFTER the original task/demand has been met ● Physical prompting to assist with initiation of task Prompting Sequence <p>Avoid:</p> <ul style="list-style-type: none"> ● Time out ● Office time without work demand ● Restoration (clean up, apologies) until after work is completed ● One on one adult help in completing task

Some Ideas for Addressing Behavior by Function:

Attention Seeking:



(Behaviors are exhibited to obtain adult or peer attention.)

Behaviors that result in the individual receiving attention in any form from reminders, coercion, reprimands, conversations, laughter, eye contact to body language.

Characteristics	Antecedent Strategies (Prior to problem behavior):
<p>May look like but not limited to:</p> <ul style="list-style-type: none"> ● Inappropriate Verbal Responses - laughing loudly in class, making noises/singing in class, making verbal demands/threats, cursing, name calling, making provocative comments ● Inappropriate Physical Responses or Aggression Toward others/Objects/Implied - hitting, punching, poking, kicking, choking, grabbing, standing on desks, invading peers personal space, spitting and physical posturing ● Self Injurious Behavior - hitting, slapping, biting, eye gouging, hand mouthing, chin grinding, skin picking toward oneself. Banging head or other body parts on hard surfaces. Threads of harm to self. 	<ul style="list-style-type: none"> ● Check In Check Out is a program specifically designed to provide attention CICO ● Peer tutor/work with peer Classwide Peer Tutoring ● Provide attention with your proximity prior to problem behavior ● Schedule “check-ins” with the student (a timer can be used with this for numerous “check-ins” per period. (The timer can be silent just to remind the adult to do the check in or audible for both adult and student.) ● Social Stories to teach social skills such as: “How to Get Attention When I Want It”, “What Does Waiting Look Like?”, and/or “Is it Always My Turn?” Social Stories ● Increase attention/praise for appropriate skills ● Provide attention on a timed basis (Noncontingent Attention) ● Dependent Group Contingency - Hero Reward (the student earns reward and the whole class gets to experience the reward) Reward Ideas
Behavioral Interventions - Strategies and Supports:	Consequence Strategies (What to do when behavior occurs):
<ul style="list-style-type: none"> ● Teach acceptable alternative replacement behavior/skill (Functional Communication Training) to student on how to gain attention such as “ask for help/attention (Model and practice often) ● Teach the student to wait for attention once they are appropriately asking for attention ● Redirect /prompt neutrally (gesture if possible) to use appropriate “new replacement skill” Prompting Sequence ● Praise/give attention when replacement skill is performed ● Use “First ___ Then ___” statements to indicate how much wait time remains (e.g. “First <u>do 5 min of work</u>”, Then <u>we can play a game together.</u>) First/Then Visual ● Praise/give attention for desired alternative behavior, ignore undesired behaviors ● Use a token economy to reinforce appropriate behaviors. Token Economy When you issue a token you also provide attention. 	<ul style="list-style-type: none"> ● Use Attention Extinction on problem behavior (Ignore the behavior). (This may cause a temporary increase in behavior so be prepared to be consistent in ignoring the behavior.) ● Time out from attention (do not provide) until appropriate replacement behavior/skill is performed. (Appropriate replacement behaviors/skills may be raising hand to request attention, asking to talk with adult/peer and/or asking for help. This appropriate skill is directly linked to the student getting attention.) ● Praise/give attention when replacement skill is performed ● Redirect /prompt neutrally (gesture if possible) to use appropriate “new replacement skill” Prompting Sequence Avoid : ● Verbal Reprimands ● Long talks about what to do better ● Office time where multiple adults may pass by and talk/attend

Some Ideas for Addressing Behavior by Function:



Obtain Tangibles:

(Behavior is exhibited to obtain something.)

Behaviors are exhibited so the student can obtain food, items, objects or preferred activities.

Characteristics	Antecedent Strategies (Prior to problem behavior):
<p>May look like but not limited to:</p> <ul style="list-style-type: none"> ● Inappropriate Verbal Responses: Yelling, screaming, crying, cursing, threatening ● Inappropriate Physical Responses or Aggression Towards Others/Objects: hitting desks, tables, walls, etc; hitting staff; kicking off shoes; hitting self; jumping up and down on furniture; falling to floor, rolling around, kicking, hitting, throwing objects 	<ul style="list-style-type: none"> ● Provide frequent (timed) access to the desired tangible/object activity (noncontingent access) ● Provide more frequent access through a token economy so Student can more frequently access desired tangible/object/activity Token Economy ● Schedule access to desired tangible/object/activity (noncontingent access) ● Offer choice <ul style="list-style-type: none"> ○ Activity, material, and/or partner ● Use social stories to teach Student about behavior and make him aware of what he needs to do to get what he wants
Behavioral Interventions - Strategies and Supports:	Consequence Strategies (What to do when behavior occurs):
<ul style="list-style-type: none"> ● Teach acceptable alternative or replacement behaviors to obtain access to desired tangible/object/activity ● Teach Waiting ● Use frequent praise and social reinforcement (smiles, enthusiastic responses) to reinforce appropriate alternative/replacement behavior to obtain access to tangible/object/activity. (Alternative/replacement behaviors are asking appropriately for access, completing ___ to access, requesting appropriately and waiting for access.) ● Use “First ___ Then ___” statements to indicate how much work remains (e.g. “First <u>work</u>, Then <u>computer</u>”) First/Then Visual <ul style="list-style-type: none"> ● Earn access - Provide more frequent access through a token economy so Student can more frequently access desired tangible/object/activity Token Economy Reinforcement Ideas 	<ul style="list-style-type: none"> ● Redirect/prompt to use appropriate “new replacement skill” Prompting Sequence ● Praise/provide tangible item when replacement skill is performed ● Deny access to desired tangible/object/activity (Extinction). ● Use “First ___ Then ___” statements to indicate how much work remains (e.g. “First <u>3 more</u>, Then <u>snack</u>”) First/Then Visual ● Time out from tangible/object /activity ● Use Response Cost - Student loses certain amount of access to desired tangible/object/activity based on undesired behaviors ● Use “Wait-time” <p>Avoid:</p> <ul style="list-style-type: none"> ● Access to tangible/object/activity following problem behavior. Make sure adequate time passes so the student does not associate access with problem behavior.

Some Ideas for Addressing Behavior by Function:



Automatic/Sensory:

(Behavior exhibited with/without demands or preferred activities/tangibles.)

Behavior that is not socially mediated, there does not need to be another person other than the behavior for the behavior to be exhibited.

Characteristics	Antecedent Strategies (Prior to problem behavior):
<ul style="list-style-type: none"> ● Perseverative Social Communication/Repetitive Behaviors: repeating preferred food items, repeating preferred activities or places he wants to go ● Stereotypic behaviors: hand flapping; hitting table/desk; clapping hands together, tapping feet on floor rapidly; moving legs up and down rapidly without floor; chewing on non-food items; head tilting backwards toward shoulders in jerking motion ● Self stimulation - inappropriate touching in public environments 	<ul style="list-style-type: none"> ● Use structured stim/sensory time (on a schedule) <ul style="list-style-type: none"> ● Allow access to a competing item at all times (an item the student will manipulate in place of the sensory behavior) ● Engage the student in incompatible behaviors (while engaging in the new, reinforced behavior, the undesirable sensory behavior cannot simultaneously be exhibited)
Behavioral Interventions - Strategies and Supports:	Consequence Strategies (What to do when behavior occurs):
<ul style="list-style-type: none"> ● Provide alternatives to self-stimulatory behaviors (theraputty/play dough, texture balls, OT approved chew items, etc.). These alternatives should replicate the same sensory sensation in a more appropriate manner. ● Use physical breaks/movement such as walks or exercise ● Teach student to ask for sensory time ● Use structured/earned sensory time ● Use "First ____ Then ____" statements to indicate how much work remains (e.g. "First <u>work</u>, Then <u>sensory</u>") First/Then Visual ● Use token economy - reward with sensory toys/activities for appropriate/desired behaviors Token Economy ● Teach appropriate time and place for sensory activity ● Increase access to alternative source of stimulation (climbing, swinging, sand/rice/bean play, lotions/gack, sensory brush) 	<ul style="list-style-type: none"> ● Interrupt/redirect behavior (neutrally) <ul style="list-style-type: none"> ● Protective/sensory blocking equipment (e.g. helmet, headphones, glove, carpet square etc.) ● Redirect/prompt to use replacement skill to ask for sensory item or activity Prompting Sequence ● Praise/allow sensory activity when replacement skill is performed ● Use verbal redirection paired with physical prompt (touch on shoulder to get Student's attention) Prompting Sequence ● Use verbal redirection with picture symbol/visual of "hands down" or "quiet" <ul style="list-style-type: none"> ● For stereotypic behaviors Student can be asked to hold or carry something (i.e. hand flapping, clapping, etc.) (Incompatible) ● For chewing on non-food items: Student can be given OT approved chew items for a more appropriate item to chew ● Praise and Reinforce the use of chew item ● Decrease amount of verbal prompting (This will result in less auditory stimulation for Student) <p>Avoid:</p> <ul style="list-style-type: none"> ● Timeout ● Withholding Attention

DISCIPLINE AND REMOVAL OF SPECIAL EDUCATION STUDENTS

The Department of Special Education in McAllen ISD supports the Student Support Services Division, parents, students, central office, and campuses with regard to students in special education with discipline related issues, questions, and concerns specifically, the review, approval, and processing of referrals to the District Alternative Education Program (I&G/DAEP) and expulsions to the Juvenile Justice Alternative Education Program (JJAEP).

For a student with a disability whose behavior impedes his or her learning or that of others, and for whom the IEP Team has decided that a BIP is appropriate, or for a student with a disability whose violation of the code of student conduct is a manifestation of the student's disability, the IEP Team must include a BIP in the student's IEP to address the behavioral needs of the student.

The McAllen ISD Student Code of Conduct applies to ALL students, including those in special education. The district will implement its Code of Conduct with regard to all students, subject to and in compliance with the requirements of federal and state law pertaining to students with disabilities.

A student who follows a Behavior Intervention Plan is considered to have the BIP as a *supplement and modification* to the Student Code of Conduct.

Legal issues with regard to the implementation and documentation of BIPs is at the forefront of many advocate agendas. Please ensure that the contact teacher maintains a dated and signed agenda for each student's BIP meeting in the event those records are requested.

REMOVALS

FEDERAL AND STATE REQUIREMENTS

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, DAEP, JJAEP), another setting, or suspension, for not more than 10 consecutive school days to the extent those alternatives are applied to children without disabilities, and as long as those removals do not constitute a change of placement.

WHAT'S A CHANGE OF PLACEMENT?

Section 300.536 states that a change of placement occurs if:

- The removal is for more than 10 consecutive school days; **or**
- The child has been subjected to a series of removals that constitute a pattern:
 - Because the series of removals total more than 10 school days in a school year;
 - Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - Because of additional factors such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

WHAT'S A CHANGE OF PLACEMENT CONT?

The school system determines on a case--by--case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings by way of a complaint to TEA, to which we must respond.

The Department of Education acknowledged in response to a public comment: ...what constitutes "substantially similar behavior" is a subjective determination. However, we believe that when the child's behaviors, taken cumulatively, are objectively reviewed in the context of all the criteria in paragraph (a)(2)...for determining whether the series of behaviors constitutes a change in placement, the public agency will be able to make a reasonable determination as to whether a change in placement has occurred. Of course, if the parent disagrees with the determination by the public agency, the parent may request a due process hearing pursuant to §300.532. (71 Fed. Reg. 46729)

AUTHORITY TO REMOVE FOR MORE THAN 10 CONSECUTIVE SCHOOL DAYS (DAEP/I&G)

School administrators may apply disciplinary procedures to children with disabilities who violate the SCOC in the same manner and for the same duration as they do for children without disabilities, if after conducting a MANIFESTATION DETERMINATION review, the behavior is **not** a manifestation of the child's disability.

MDR determines it is "NOT LINKED"

Proceed with removal, ensuring that all services, (including related services), are provided during this time.

MDR determines it is "LINKED"

If the campus, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must hold a **REVISION ARD** to address:

- Obtain consent for and conduct a functional behavioral assessment, (FBA), unless one has already been conducted, before the violation occurred, and implement a behavioral intervention plan, (BIP) for the child;

OR

- If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior;

AND

Return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan. (Must be indicated in deliberations of Revision ARD).

Frequently Asked Questions

WHAT ARE FAPE DAYS?

(Free Appropriate Public Education)FAPE days are a maximum of ten days in which a school is allowed to remove a child from his/her educational placement without having to provide special education services. FAPE days do not renew—An MDR must be held in order to address **each** violation of the Code of Conduct once these ten are exhausted, and a student is considered “out of days” if he has already attended the DAEP (I&G) during the current school year.

FAPE must be made available to all children with disabilities aged of 3 through 21, including children who have been suspended or expelled from school, as provided in 34 CFR §300.530(d) (See 20 USC §1412(a)(1) and 34 CFR §300.101(a)).

Therefore, students with disabilities removed from their current placements through suspension or expulsion must continue to receive educational services to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their Individualized Education Program (IEP) goals. See 34 CFR §300.530(d).

WHAT HAPPENS TO A CHILD ON THE 11TH CUMULATIVE DAY?

The school system must provide services to the child to the extent required under §300.530(d), which clarifies that the child must continue to receive educational services so that the child can continue to participate in the general education curriculum (although in another setting), and progress toward meeting the goals in his or her IEP.

Is the IEP Team required to hold a manifestation determination each time that a student is removed for more than 10 consecutive school days or each time that the public agency determines that a series of removals constitutes a change of placement?

Yes. 34 CFR §300.530(e) requires that “within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct” the LEA, the parent, and relevant members of the child’s IEP Team must conduct a manifestation determination (emphasis added). Under 34 CFR §300.536, a change of placement occurs if the removal is for more than 10 consecutive school days, or if the public agency determines, on a case--by--case basis, that a pattern of removals constitutes a change of placement because the series of removals total more than 10 school days in a school year; the child’s behavior is substantially similar to the behavior that resulted in the previous removals; and because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Can a School apply a “Standard” disciplinary action to students who receive special education services when considering Disciplinary actions?

No. Administrators must demonstrate that they have applied 34 CFR §300.530(a), which states that “school personnel may consider any **unique circumstances** on a **case-by-case basis** when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.”

The Department believes that “unique circumstances” are best determined at the local level by school personnel who know the individual child and are familiar with the facts and circumstances regarding a child’s behavior. “Factors such as a child’s disciplinary history, ability to understand consequences, expression of remorse, and supports provided ... prior to the violation of a school code [of student conduct] could be unique circumstances considered by school personnel when determining whether a disciplinary change in placement is appropriate for a child with a disability.” 71 Federal Register 46714.

May a public agency apply its own definition of “serious bodily injury?”

No. As specifically set out in the IDEA, the term “serious bodily injury” is defined at 18 U.S.C. 1365(h)(3) and cannot be altered by States or local school boards. The term *serious bodily injury* means **bodily injury which involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.**

In other words, a CLASS ‘A’ assault is not necessarily “serious bodily injury” until the ARD committee has considered it.

Under what circumstances must an IEP Team use FBAs and BIPs?

FBAs and BIPs are required when the LEA, the parent, and the relevant members of the child’s IEP Team determine that a student’s conduct was a manifestation of his or her disability under 34 CFR §300.530(e). If a child’s misconduct has been found to have a direct and substantial relationship to his or her disability, the IEP Team will need to conduct an FBA of the child, unless one has already been conducted. Similarly, the IEP Team must write a BIP for this child, unless one already exists. If a BIP already exists, then the IEP Team will need to review the plan and modify it, as necessary, to address the behavior.

An FBA focuses on identifying the function or purpose behind a child’s behavior. Typically, the process involves looking closely at a wide range of child--specific factors (e.g., social, affective, environmental). Knowing why a child misbehaves is directly helpful to the IEP Team in developing a BIP that will reduce or eliminate the misbehavior. (See Behavior Support section for further guidance on FBAs)

So how can an IEP address behavior?

When a child’s behavior impedes the child’s learning or that of others, the IEP Team must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior (34 CFR §300.324(a)(2)(i)). Additionally, the Team may address the behavior through **annual goals** in the IEP (34 CFR §300.320(a)(2)(i)). The child’s IEP may include **modifications in his or her program, support for his or her teachers, and any related services necessary to achieve those behavioral goals** (34 CFR §300.320(a)(4)). **If the child needs a BIP to improve learning and socialization, the BIP can be included in the IEP and aligned with the goals in the IEP.**

There are mainly two questions for the ARD Committee to consider when discussing behavior in a Manifestation Determination:

- 1.) *If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability;*
- 2.) *If the conduct in question was the direct result of the LEA's failure to implement the IEP*

Regardless of whether the behavior is a manifestation, school administrators may remove a child if there are SPECIAL CIRCUMSTANCES; and the removal is for not more than 45 school days.

Special circumstances exist if the child:

Carries a **weapon** to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state educational agency (SEA) or the local educational agency (LEA): The term 'dangerous weapon' means a **weapon, device, instrument, material, or substance**, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length;

Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the SEA or the LEA: Controlled substance means a drug or other substance identified under Schedules I, II, III, IV, or V; Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under the Controlled Substance Act or under any other provision of federal law; or

Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the SEA or the LEA: The term serious bodily injury means bodily injury which involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

If special circumstances exist, the LEA may remove the child with a disability under the special circumstances provisions of AUTHORITY OF SCHOOL PERSONNEL.

Responsibility of Staff when a student is being removed from the educational environment at the home campus

Administrator/ CBC / Principal

On the date on which the decision is made move forward with a removal of a Special education student that constitutes a change of placement, the admin must:

- Complete a referral for the incident.
- Notify the parent of that decision; and
- Communicate with the Contact teacher, or Diagnostician / LSSP to provide the parent the Notice of Procedural Safeguards and schedule an MDR/Revision ARD.
- Record the removal day in the Discipline Log for Students with Disabilities, found in the Current Removal Packet, to track FAPE free days;
- Submit the completed removal packet along with all required documents to Josie Reyes for review & recommendations.
- Attend the MDR with the Removal packet from Special Education, and follow recommendations.
- Attend or assign a designee for the MDR/ Revision ARD

□□ Important Note: Complete the Order of Disciplinary Action, regardless of whether the student is a “no show”, or withdraws from the district. This ensures that records will be updated wherever the student attends.

Diagnostician / LSSP Responsibilities

- Coordinate the Manifestation Determination Review
- Collaborate with Campus contact teacher to schedule the MDR / REVISION ARD (must be held within ten days of the incident).
- Attend the MDR with the Removal packet from Special Education and follow recommendations.
- Review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine:
 - (1.) If the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or
 - (2.) If the conduct in question was the direct result of the LEA’s failure to implement the IEP.

Proceed with MDR regardless if the student withdraws from the district or if parent does not show at agreed time and date, unless other arrangements have been made.

There is no 2nd notice required for MDRs.

- Submit all relevant documents to the Special Ed central office for immediate processing, regardless if the student is a no--show.

Contact Teacher

- On the day of the decision to remove the student, communicate with the parent to explain the process and reason for the meeting.
- Collaborate with Diagnostician / LSSP to schedule the MDR / REVISION ARD (must be held within ten days of the incident).
- Send Notice of ARD with Procedural Safeguards to parent in their Native language, ensure receipt of notice / follow up with phone call
- Maintain communication logs and documentation on removals of special education students on your contact list.
- Always Include minutes of ARD discussion in MDR / revision ARD, and include any topics from recommendations from special ed offices in the deliberations.
- ***Attend the MDR and submit all relevant documents to the Diagnostician / LSSP for immediate processing, regardless if the student is a no-- show.***

ADDITIONAL RESOURCES:

Interactive Discipline Guide

This interactive program was developed by Disability Rights Texas to help parents and school districts correctly apply the requirements of federal law when disciplining a student with a disability by taking the user step--by--step through the disciplinary process.

The Texas Project First at <http://texasprojectfirst.org/node/231> /

Other resources:

<http://idea.ed.gov>

<http://www.doe.mass.edu>

<http://framework.esc18.net/display/Webforms/ESC18-FW-LandingPage.a>

EMERGENCY RESTRAINT GUIDELINES AND PROCEDURES

"Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of the student's body. "Emergency" means a situation in which a student's behavior poses a threat of:

- Imminent, serious physical harm to self or others; or
- Imminent, serious property destruction

The following documentation requirements must be met if restraint is used by school employees, volunteers, independent contractors, security officers, and peace officers (employed or commissioned by the school district) on school property or a school sponsored/related event:

- **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(s) 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; and
- Written documentation regarding the use of restraint must be placed in the student's special education eligibility folder in a timely manner (**sent to Special Education Department within 3 days**) so the information is available to the admission, review and dismissal (ARD) committee when it considers the impact of the student's behavior on the student's learning and/or the creation or revision of a behavioral intervention plan (BIP).

Physical restraint does not include the use of:

- Physical contact or appropriately prescribed adaptive equipment to promote normative body positioning and/or physical functioning;
- Limited physical contact with a student to promote safety (e.g., holding a student's hand), prevent a potentially harmful action (e.g., running into the street), teach a skill, guide, or provide comfort;
- Limited physical contact or appropriately prescribed adaptive equipment to prevent a student from engaging in ongoing, repetitive self-injurious behaviors (as long as it is documented in the ARD /BIP); or
- Seat belts and other safety equipment used to secure students during transportation (as long as it is documented in the IEP)

ALL instances of restraint as defined above **must** be documented in District ARD Management Software and reported within 3 days to the Special Education Dept, for audit folder and PEIMS reporting. Efforts to minimize the use of restraint, in favor of more positive behavior, supports instructional intervention and increased structure will have a positive impact on student success. The repeated use of restraint for an individual child should trigger a campus review and review of strategies currently in place to address the behavior. Any person (if previously not trained) conducting a physical restraint as defined above must be trained within 30 days in the following:

- TBSI Online Positive Behavior Support Modules (one time training)
- CPI -- 1 day training

- Campus crisis team members must complete the TBSI online modules (once) and be trained in CPI annually. Training certificates must be submitted to the director of special education.

PART VII: SUPPLEMENTAL INFORMATION RESOURCES AND FORMS

IN HOME TRAINING AND PARENT TRAINING

In-home training is intended to provide services to students who have IEPs addressing skills in the areas of communication, behavior, self-help/independent living, and social skills and have shown some level of mastery, but have not been generalized to the home/community.

Parent training is intended to assist parents in learning strategies that will facilitate the child's generalization of skills to the home/community. Parent training can be provided through various forms: workshops, conferences, videotaping, webinars, Region One Trainings, resource library, and/or observation in the classroom.

Who can qualify for in-home training or parent training?

Students with an identified need according to the Autism supplement identifying in-home and/or parent training are eligible for in-home or parent training. We must address in-home and parent training at every full/annual ARD for students that have a qualifying disability of Autism. Please see the Autism Supplement and speak to your Diagnostician/LSSP for further clarification.

How often do we assess for in-home and parent training?

There should be an assessment conducted annually (you do not need an evaluation review), or anytime a change is being recommended, for all students with a qualifying disability of Autism.

Procedures:

- 1) Teacher sends out an in-home and parent needs assessment or meets/interviews the parent prior to Annual ARD. Tip: Communicate with parent and send needs assessment with Notice of ARD so parent may return both prior to the ARD.
- 2) Teacher completes the school portion of the assessment and determines whether the student has not generalized skills being taught at school to the home.

Note: If the teacher determines that the student has not generalized certain skills, then the teacher will, in collaboration with the parent, write in-home and/or parent training IEP to present at annual ARD.

- 3) If the teacher and parents determine that no in-home or parent training is necessary, then the teacher must still present a decision at annual ARD which should be based on the needs assessment responses or data collection.

- 4) If a child does not qualify for in--home or parent training services, or the parent has declined the services, a Prior Written Notice of Refusal to Provide Services is given to the parent.
- 5) If a parent denies services, it should be documented in the deliberations that training was recommended but the parent declined those services.

Note: IEP should still be developed and presented at ARD.

For transfer or initial ARD students:

1. If a student transfers from another school district and has a current in--home or a parent training IEP, the IEP must be honored.

Note: Before reconvening for Annual/2nd Transfer ARD, follow procedures outlined above (1--5)

2. If the student is new to the district or new to the program, at the initial ARD, the committee will state that the IEP must be implemented for a period of 6 to 9 weeks prior to sending an in--home parent training needs assessment in order to determine the need for services. Then follow the procedures outlined above (1--5).

What do I do when services are recommended, and parents accept services?

Please contact, via email or phone, and scan and email IEP to campus Special Education Coordinator, within 3 days of ARD at 632--3285, and follow with an email request.

As with all goals, the Parent Training or In Home Training IEP goals should be followed for progress every grading period, or as often as the ARD committee deems necessary.

TRANSITION SERVICES

Federal Law indicates that Transition services are defined as a" coordinated set of activities for a child with a disability...within a results-- oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post--school activities." (§300.43 Transition Services)

Currently [IDEA](#) requires transition services to be included, as part of the IEP as a child turns 16. **In Texas, this age is now 14.** Texas law and rules include additional requirements for the provision of transition services for students receiving special education services in Texas. State law requires that "appropriate state transition planning must begin for a student ***not later*** than when the student reaches 14 years of age" (*SB 1788, 06/17/2011*).

Therefore, McAllen ISD requires Transition Plans for students begin at age 13

Transition is a process that happens throughout a child's school years that focuses on goals for the future. Transition Services must begin by the annual ARD before your student turns 13 years of age. However, a Transition IEP can be drafted and implemented at any time prior to age 13 for any child with a disability.

As part of the ARD committee, teacher, student, and parent input is critical in the development of these goals and coordinated set of activities. When the ARD committee meets, a plan is developed that includes these goals and a coordinated set of activities. The activities are designed to help students make progress toward his/her post--secondary goals.

During the school year, the student will engage in activities and learn skills related to Daily living, Community experiences, Self--advocacy, Related services, Employment, and training and/or education.

The following individuals are involved in this process: students, parents, special education teachers, general education teachers, school administrators, school support staff (e.g., counselors, as well as related service providers), and other individuals who may have an educational interest in your student. If written permission is obtained from a child's legal guardian, then other agency representatives that may support children with disabilities may be involved and invited to participate in the Transition Planning for the student.

Student participation in ARD Committee Meetings and the Transition Process

- **Students must be invited, by law, to their ARD if the purpose is to discuss post--secondary goals and the transition services needed to achieve those goals.**
- **McAllen ISD students in grades 5--12 are encouraged to prepare for and participate in their ARD meeting as appropriate.**
 - [Complete Career Interest Survey- version 1](#)
 - [Complete Career Interest Survey- version 2](#)
 - [Complete Career Interest Survey- picture version](#)

The Texas Administrative Code (TAC) describes the following nine issues important to the development of the Individualized Education Program (IEP) for transition for students receiving special education services:

1. Appropriate student involvement in the student's transition to life outside the public school system;
2. If the student is younger than 18 years of age, appropriate parental involvement in the student's transition;
3. If the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled;
4. Any postsecondary education options;
5. A functional vocational evaluation;
6. Employment goals and objectives;
7. If the student is at least 18 years of age, the availability of age--appropriate instructional environments;
8. Independent living goals and objectives;
9. Appropriate circumstances for referring a student or the student's parents to a government agency for services.

Once Transition Services begin- - What the law requires:	What does that look like? Here are a few examples:
<ul style="list-style-type: none"> • <i>Appropriate student involvement (for all students by age 13;</i> • <i>For some students younger than 13 as deemed appropriate by the ARDC—i.e., AU students)</i> 	<ul style="list-style-type: none"> ● The student must be invited to attend their IEP meeting whenever postsecondary goals and transition services are considered. Proof of this is in the notice of ARD and in ARD forms, and we must indicate if, and why the student did not attend. ● We must take other steps to ensure the child's preferences and interests are considered, such as participating in an APPROPRIATE functional vocational evaluation (age appropriate career interest surveys as given to ALL students), implementing independent living goals and objectives; developing appropriate, measurable postsecondary goals based upon age-appropriate transition assessments related to Training, Education, Employment, and where appropriate, independent living skills; and; Transition services, including courses of study, needed to assist the child in reaching those postsecondary goals. ● All data for eligible students is collected for State Performance Reporting under SPPI 13 and is subject to audit. ● Considering appropriate circumstances for referring the child or the child's parents to a governmental agency for services ● Facilitating appropriate child involvement in the child's transition to life outside the public school system. ● The student should be able to: <ul style="list-style-type: none"> ○ indicate preferences, interests, wants and needs by participating in a functional vocational evaluation, interest survey, etc. ○ explain his/her disability and what they may need to help them be on their own. ○ Participate in their own ARDC meeting ○ Transition plan in place for all students by age of 13, updated annually. ○ Information given to parents can include a transition brochure, information on community programs, Drivers handbook from DPS, etc., and noted in ARD.

Once Transition Services begin- - What the law requires:	What does that look like? Here are a few examples:
<ul style="list-style-type: none"> • <i>Appropriate parental involvement <u>if student is younger than 17</u></i> 	<p>The ARD committee must provide a statement that the child has been informed of the child's rights under the Individuals with Disabilities Education Act, if any, that will transfer to the child on reaching the age of 18. Items needed:</p> <ul style="list-style-type: none"> • Transfer of Rights Form (TRANSFER OF RIGHTS AT AGE OF MAJORITY) by age 17. • Signed by parents by student age of 17, included in submitted ARD & retain a copy. • Parental consent to invite Agency 30 days prior to ARD, (never the same day)-Consent should never be part of the signatures obtained at ARDC meeting. <p>McAllen ISD has posted the Texas Transition and Employment Guide on our website. Contact teachers should provide written information and, if necessary, assistance to the parent regarding how to access the electronic version of the guide at the first meeting of the child's ARD committee at which transition is discussed; or the first ARD committee meeting that occurs after the date the guide becomes available, if the child has already had an ARD committee meeting discussing transition.</p> <p>The guide can be found at:</p> <p>Pathways Texas Transition & Employment Guide: https://www.mcallenisd.org/page/sped-transition</p> <p>Texas Transition and Employment Guide: https://tea.texas.gov/sites/default/files/2018%20Texas%20Transition%20and%20Employment%20Guide%20rev2.pdf</p>

Once Transition Services begin- - What the law requires:	What does that look like? Here are a few examples:
<ul style="list-style-type: none"> • <i>18 years of age, with appropriate parental involvement</i> 	<p>Facilitate (as appropriate), a plan for obtaining a driver’s license, voting, working, & further education.</p> <p>Refer back to Career interest Survey or Vocational assessment results on which to base discussion and decisions.</p> <p>Talk about goals for life after high school</p> <p>Practice how to act in different places (schools, jobs, etc.)</p> <p>Identify health care needs and providers (doctors, therapists, pharmacies), to meet their needs</p> <p>Attend each ARD in which Transition Services are discussed.</p> <p>Parental consent to invite Agency 30 days prior to ARD We must provide any notice required under the IDEA to both the adult student and the parents, and the student may invite individuals who have knowledge or special expertise regarding the adult student, including the parent, to be a member of the ARD committee. The ARD committee must consider the framework.</p> <p>Graduation Endorsement (as appropriate),</p> <p>Determine the courses of study, Career Interest Survey or Vocational Evaluation</p> <p>An identified pathway for transition must be identified for all students:</p> <ol style="list-style-type: none"> 1. Employment and Community Experiences 2. Post-Secondary Education and Training 3. Daily LivingSkills and Related Services <p><i>For students who will be transitioning to 18+ services or programs, regardless of placement, students should have post-secondary goals aligned to transition needs, based on interests and preferences.</i></p>

Once Transition Services begin- - What the law requires:	What does that look like? Here are a few examples:
<ul style="list-style-type: none"> • <i>Availability of age-appropriate instructional environments</i> • <i>Independent living goals and objectives</i> • <i>Independent living goals and objectives (cont'd)</i> • <i>Appropriate circumstances for referring a student or the student's parents to governmental agency for services</i> • <i>Appropriate circumstances for referring a student or the student's parents to governmental agency for services (cont'd)</i> 	<p>When determining placement in a CTE classroom, the ARD committee must consider the child's graduation plan, the content of the IEP, including the consideration of transition services, and needed classroom supports.</p> <p>Documenting in ARD what supports will the student need in order to acquire</p> <p>Who will provide the support?</p> <p>According to IDEA, the IEP transition plan must include coordinated, measurable, annual, postsecondary goals related to:</p> <p>Training, education: for a specific vocational or career field, apprenticeship, on the job training, 2--4--year College/University, Vocational--Tech programs;</p> <p>employment: This can be paid (competitive, supported or sheltered),unpaid (internship), military, and where appropriate, independent living skills (adult living, daily living, financial, transportation, etc.)</p> <p>The measurable, post--secondary goals must include education/training and employment. They can be combined into one goal or listed as separate outcomes for each area. Post--secondary goals for independent living are optional (where appropriate.)</p> <p>The School must provide:</p> <p>A summary of academic achievement and functional performance, including recommendations for assistance the student may need to meet their post-- secondary goals.</p> <p>Integrated employment (including supported employment);</p> <p>Continuing and adult education;</p> <p>Adult services;</p> <p>Independent living; and Community participation.</p> <p>With the consent of the parent or adult student, a representative of any participating agency that is likely to be responsible for providing or paying for transition services must also be invited to attend the IEP meeting.</p>

State Performance Plan Indicator 13: Age 16 and above with an IEP

This indicator, reported to TEA via the TSDS system, ensures that all students 16 and older have, and follow a transition plan. Additionally, the auditable State Reports (Indicators 13 and 14) are submitted annually and require the district to demonstrate compliance.

Indicator 13: The answers to the following questions must all be “YES” in order to be in 100% compliance:

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?
2. Were the postsecondary goals updated annually?
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?
7. Is there evidence that the student was invited to the Admission, Review, and Dismissal Committee (ARD) meeting where transition services were discussed?
8. If appropriate, is there evidence that a representative of any participating agency was invited to the Admission, Review, and Dismissal Committee (ARD) meeting with the prior consent of the parent or student who has reached the age of majority?

Note: NA is an acceptable response only for the following reasons.

Check one that applies:

- It is not appropriate to invite an agency.
- There is no documentation that the parent’s or adult student’s consent was given.

This student's IEP meets the requirements of Indicator 13.

- YES, this IEP is in compliance.
- NO, this IEP is not in compliance. (Triggers an audit)

State Performance Plan Indicator 14: Grade 12- Exit Survey

What post school goals are included in the student's IEP for the period immediately following exit from high school? (Check all that apply)

- Enroll in a training/technical school, community college, or university
- Competitive employment (including military)
- Develop functional and/or independent living skills
- Postsecondary goals were not included

A Word about Agencies....

Please note that when the term 'agencies' is used, it usually refers to a governmental agency or organization. Although these programs are available to most students when transitioning to adulthood, some parents may opt not to participate. In these instances, the district is still required to transition the student, as appropriate, to alternative offices and programs, community employment providers, and independent living centers that can also meet the needs of the student .

One of the most utilized agency services is the Texas Workforce Commission. There is also Texas Workforce Solutions, who are contracted by TWC, to provide services to students, Tropical Texas Behavioral Health, Valley Association for Independent Living, (VAIL), and many others.

The school must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.” So we should invite an agency that is *familiar* with the type of services the student will require. Schools cannot mandate attendance at ARDs for these agencies. Our responsibility is to document our efforts to invite them.

IDEA further requires that parents must be informed whenever an agency is invited to send a representative to attend the ARD/IEP meeting, (At least 30 days before the ARDC meets). This would be indicated on the Notice of ARD. Consent from parent also must be attached to the ARD you are submitting each time an agency is invited and dated at least 30 days before the ARD committee meets.

If an agency that has agreed to provide or pay for transition services identified in an IEP fails to meet their commitment, the school must reconvene the ARD/IEP committee to identify alternative strategies to meet the transition objectives in the IEP.

Additional Transition Resources:

- MISD Special Education Department website: <https://www.mcallenisd.org/page/sped>
Click on Parent Resources
- Call 2--1--1 or visit <https://www.211.org/> -*This phone number serves as a 24-- hour information and referral service for issues related to caregiving, childcare, disability, employment, food, health services, housing, In-- home services and transportation. You may also visit www.211texas.org*
- Secondary Transition Guide: <http://tea.texas.gov/index2.aspx?id=2147496883>
- Texas Project First: www.texasprojectfirst.org/
- Texas Transition Student-Centered Transitions Network:
<http://www.transitionintexas.org/>

- Think College Institute for Community Inclusion: <http://www.thinkcollege.net>

FOSTER CARE STUDENTS

The Special Education Department is required to report students enrolled in McAllen ISD who receive special education services, and who are in specialized, licensed foster homes. Data on these students is collected via the TSDS system. The following steps should be followed when a foster child enrolls:

- Upon enrollment of a foster child in a campus, the office staff must contact the campus Diagnostician or LSSP to ensure that the child is residing in a specially licensed foster home. Kinship or biological parents are not considered foster care placement for RF purposes.
- The campus Diagnostician or LSSP must call the previous district to determine all instructional and related services the student was receiving in the previous district. A transfer ARD is required within ten school days. Once services and placement are verified, the closest possible placement must be matched as closely as possible.
- The contact teacher provides the Foster parent Notice of ARD. The campus Diagnostician or LSSP notifies the Special Education Coordinator assigned to SPP 4 and cc the Special Education Social worker as soon as possible of the enrollment of a RF student.
- The Social worker contacts the foster family to obtain copies of the placement order and foster home license, and completes RFT Packet with family, and provides Surrogate Parent Training. If the student has not been with the foster family for 60 days, the foster parent may sign as surrogate.
- Social worker submits completed RFT packet, to Special Education Coordinator assigned to SPP 4 for appropriate verification & reporting.
- Campus conducts a transfer ARD meeting to provide the student with comparable services as provided in the previous district. Diagnostician/LSSP/Speech Pathologist submits the ARD Documentation to the special education office within 5 days of the Transfer ARD meeting and provides copies to Foster/Surrogate parents.
- Contact Teacher maintains Surrogate/ Foster Parent Visitation Activity Log for the duration of the school year. This form must be maintained in the campus student folder and should be turned in to Diagnostician/LSSP/Speech Pathologist for the special education office audit file.

Additional information on appointment of a Surrogate parent:

The appointment of a surrogate parent is necessary when one of the following conditions exists:

- Parents cannot be identified.
- The district cannot discover the whereabouts of a parent.
- The student is a ward of the State under the laws of that State (The Department of Family & Protective Services is appointed as the temporary managing conservator of the student).
- The student is an unaccompanied, homeless youth as defined in section 725(6) of the McKinney-- Vento Homeless Assistance Act (42 U.S.C. 11434a(6)).

The Foster or Surrogate Parent must agree to visit the student and the student's school, consult with persons involved in the student's education, including teachers, caseworkers, court-appointed volunteers, guardians ad litem, attorneys ad litem, foster parents, and caretakers, review the student's educational records, attend meetings for the student's ARD Committee, exercise independent judgment in pursuing the student's interests, exercise the student's due process rights under applicable state and federal law, and complete a training program within 90 days of assignment as a surrogate parent. They are provided an explanation of the provisions of federal and state laws, rules, and regulations.

Surrogate Parents must certify they agree with the following statements:

- They are not employees of the Texas Education Agency (TEA), the district, or any other agency involved in the education or care of the student.
- Have no interest that conflicts with the interests of the student
- Have the knowledge and skills to ensure adequate representation for the student.

OR

- Agree, as an appointed surrogate parent for the student, whose parent is unable to be located/whereabouts unknown, or who is a ward of the state, to complete the surrogate parent training, and agree to the requirements established for surrogate parents by McAllen I.S.D. as listed below:
 - Visit the student and the student's school
 - Consult with other individuals involved in the student's education
 - Review the student's records
 - Attend meetings to develop the individualized education program
 - Make educational decisions in the child's best interest
 - Avoid and declare any conflict of interest as a surrogate parent

- Exercise the student’s due process rights under applicable law

RESIDENTIAL FACILITY (RF)

(TEA) will continue to collect data related to students with disabilities who reside in residential facilities (RFs) within the geographic boundaries and/or jurisdiction of our district via PEIMS data.

The data collected through the *RF Tracker* system will be one of several selection factors used by the TEA in making certain determinations; RF Tracker now resides in the TSDS.

Each district or charter with a residential care and treatment facility within its boundaries or jurisdiction completes the first data collection and the end of year data collection by the specified timeline as set by the agency.

Areas of Data Collection - District

For the purposes of this system, a district is defined as a traditional school district or charter school. Information will be collected for each district that serves students with disabilities who reside in residential facilities within the geographic boundaries and/or jurisdiction of the district.

Residential Facility

- For purposes of reporting and monitoring in the RF monitoring system, a residential facility:
 - provides 24--hour custody or care of a student 22 years of age or younger if the student resides in the facility for detention, treatment, foster care, or any non--educational purpose; and
 - does not include traditional foster homes licensed by the Department of Family and Protective Services as Foster Family Homes (Independent).

Information will be collected for each residential facility that is located within the geographic boundaries or jurisdiction of the LEA. There is no limit to the number of facilities that can be added to the system. MISD maintains records for local Foster Homes that fit the criteria for RF.

It is important to note that not all foster homes are RF. Students living with family, although not with their biological parents, are not considered to be in RFs. Former foster students who have been legally adopted are NOT considered foster and should be PEIMS coded immediately by the campus.

Information will be collected for each student with a disability who resides in an RF and who is enrolled by the LEA.

TRANSPORTATION

In order for a student to qualify for Special Education Transportation, a student is either in need of a modification to the bus (lift, harness, etc.) or a monitor for personal care, such as supervision. If a student receives personal care services at school, then personal care is warranted on the bus. If personal care services are not utilized in the school setting, approval from your campus special education coordinator is required prior to providing transportation for personal care services. Siblings, either in special education or not, are not allowed to ride the special education bus unless they meet the criteria. As per district policy, students that are attending a school on a transfer request are not eligible for transportation to and from school. Parents have been informed of this by student support services when they receive the transfer approval.

If an ARD committee determines that a student meets eligibility for special education transportation, then a Transportation Supplement needs to be completed. At the conclusion of the ARD, the supplement will need to be faxed to the transportation department at 632--3637. You will need to scan / email / fax a new form after every full or annual ARD.

Transportation forms are always required annually, at the end of the school year, in order to plan for the following school year.

FORMS NEEDED:

- Documentation of Sp Transportation service in SE - Related Services in the Schedule of Services*
- SE Transportation Supplement pages, with completed information*

PART VIII: RESOURCES AND FORMS

TEA, Legal Framework, MISD School Board Policy, & more

Texas Education Agency: <http://tea.texas.gov>

The Texas Education Agency is the state agency that oversees primary and secondary public education. The work of TEA and the entire public school system is driven by laws created by the Texas Legislature and the U.S. Congress and administrative rules adopted by the commissioner of education, the State Board of Education, and the State Board for Educator Certification.

How is this site relevant to special education? This site provides access to most current state guidelines for state testing such as STAAR and STAAR Alt, accommodation resources, testing accountability, LEP guidelines, PEIMS data reporting, TEKS and many other resources.

Legal Framework: <https://framework.esc18.net>

The Legal Framework is a statewide leadership project partnering the Texas Education Agency and Region 18 Education Service Center. The project which includes contacts from each educational service center is a compilation of state and federal requirements for special education organized by topic in a user--friendly format.

This site includes frameworks, publications, and resources helpful in the special education process. There is a glossary of terms and acronyms, links to laws, rules and guidance; and a search feature.

How is this site relevant to special education? This site provides the legal framework in which govern decisions that are made by the ARDC.

Region One Education Service Center: <http://www.esc1.net/>

Region One is the local education center that serves educators, students, and parents by providing professional development, customized technical assistance, innovative products, and excellent services to improve student outcomes, enable districts to operate efficiently and economically, and implement state initiatives.

How is this site relevant to special education? This site provides information with regards to staff development available throughout the calendar year for staff and parents.

McAllen ISD School Board Policy: <http://pol.tasb.org/Home/Index/637>

Local school board policy provides governing policies for staff and students. Student Code of Conduct and Employee Handbook are created from local policy procedures.

How is this site relevant to special education? MISD local policy is updated and aligned to the Legal Framework when it comes to special education policies.

Texas Project First: <http://texasprojectfirst.org/>

Texas Project First is a project of Family to Family Network and an activity of the Texas Continuing Improvement Process under the auspices of the Texas Education Agency and Region 9 Service Center and is focused on helping to fulfill the goals of TEA and the Parent Coordination Network.

How is this site relevant to special education? This site provides information with regards to the ARD process, identification, resources and more for parents. It is also a helpful research tool for special education staff to become aware of additional resources available for students and parents.

Individuals with Disabilities Education Act Manual:

<https://disabilityrightstx.org/en/publication/idea-manual/>



SLP Survival Guide



A Guide for Speech Language Pathologists and
Speech Language Pathologists Assistants



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Job Descriptions for Evaluation Staff

Speech Language Pathologist

Speech Language Pathologists evaluate and provide Speech therapy services to students who have been identified via the evaluation process as having a disability in speech and/or language. Services can be provided in both general and special education settings (as per IEP). SLPs are responsible for supporting the campus general and special education teacher(s) with IEP implementation and accommodations, reviewing, and locking speech ARDs, providing training and support, reporting PEIMS data on a timely basis, maintaining logs and records for timelines, communicating with parents and campus administrators, and facilitating compliance for all staff. Other additional duties are performed as assigned. The campus SLP plays a vital role in being the main contact for speech services at the campus.

Speech Language Pathologist Assistant

Speech Language Pathologists Assistant provides Speech therapy services to students who have been identified via the evaluation process as having a disability in speech and/or language. Services can be provided in both general and special education settings (as per IEP). SLP-As are responsible for supporting the Speech Language Pathologists with IEP implementation and accommodations, reviewing, and completing SOAP notes, maintaining service logs and data records for timelines (IEP Goal reporting periods), communicating with Speech Language Pathologist any issues or concerns stemming from therapy sessions. Other additional duties are performed as assigned. The campus SLP-A plays a vital role in being able to provide speech services to students identified as having a disability in speech and/or language at the campus.

***All communication with parents MUST be done by the supervising SLP**

Additional Campus Responsibilities for Evaluation Staff

Duties may include, on a campus-based need:

- Campus trainings on disabilities, accommodations, special education process, and disability awareness on students identified with a speech and/or language disability
- During case management ARDs provide parents with community resources (Autism support groups, SDMAs, etc.)
- Communication and collaboration as needed with teachers (GenEd & SpEd, counselor (GenEd & SpEd), campus administration (Prin., Asst. Prin.), social worker, and assessment personnel
- Transfer student records requests
- Attend Initial Referral Committee Meetings to review campus and parent requests for an evaluation
- Review parent requests for possible referral to special education
- Complete requests for student records from coordinator
- Other duties as assigned at the campus

Reviewing Campus Cases for Possible Referral

A referral for a full individual and initial evaluation may be made at any time by school personnel, the student's parents or legal guardian, or another person involved in the education or care of a student. Note that if school personnel suspect that a child has a disability and needs special education and related services, a referral for a full individual and initial evaluation must be made. Response to Intervention Federal law directs schools to focus on helping all children learn by addressing problems early.

Please refer to the [McAllen ISD Referral Process](#)

Response to Intervention

The RtI approach is part of a multi-tiered system of support (MTSS) in which each level or tier represents an increasingly intense level of intervention. Interventions provided to a child will be continually adjusted based on progress monitoring until the child is progressing adequately. Children who do not respond to the initial interventions within a reasonable time, as suggested by research, are referred for interventions that are more intensive. Often, your school will have sufficient data after six weeks of intervention to make decisions on next steps (e.g., continue intervention, intensify intervention, refer for evaluation). The timeframe for decision-making depends on the frequency/duration of intervention and the skills targeted. A child does not need to advance through each tier of the RtI system before a referral for special education is made. Once it is apparent that general education interventions are not sufficient, school personnel should suspect that the child has a disability and must initiate a referral. Important considerations in determining if general education interventions are sufficient include a review of intervention history and the student's progress monitoring data (current rate of progress and movement towards closing achievement gaps). Parents can also request a referral at any time regardless of whether the child is receiving interventions through an RtI system. RtI strategies may not be used to delay or deny a timely evaluation of a child suspected of having a disability under IDEA. More information about the RtI process can be found here: <https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/response-to-intervention>

RtI for a Speech Concerns?

Response to Intervention Speech?

Children with speech sound disorders and/or phonological disorders are at risk for reading difficulties due to deficits in phonological awareness.

Articulation Disorders

Articulation refers to making sounds. The production of sounds involves the coordinated movements of the lips, tongue, teeth, palate (top of the mouth) and respiratory system (lungs). There are also many different nerves and muscles used for speech.

If your student has an articulation disorder, they:

- have problems making sounds and forming particular speech sounds properly (e.g., they may lisp, so that s sounds like th)
- may not be able to produce a particular sound (e.g., they can't make the r sound and say 'wabbit' instead of 'rabbit').

Phonological Disorders

Phonology refers to the pattern in which sounds are put together to make words.

If your student has a phonological disorder, they:

- are able to make the sounds correctly, but they may use it in the wrong position in a word, or in the wrong word, e.g., a child may use the d sound instead of the g sound, and so they say 'doe' instead of 'go'
- make mistakes with the particular sounds in words, e.g., they can say k in 'kite' but with certain words, will leave it out e.g., 'lie' instead of 'like'.

RtI can be provided for both under Letter Recognition, Letter Sounds, Rhyming and Word Families, Word Parts and Segmenting, Blending, Sight Word Recognition. SLP will be responsible for providing the correct interventions for the concerns brought up by the committee.

Initial Referrals

Students who are struggling in the general classroom should be considered for support services at first or referred for a special education evaluation under IDEA in lieu of receiving support services. If a student continues to have trouble in the general classroom with the provision of support services or the student's needs cannot be addressed only through the provision of support services, the school must refer the student for a full individual and initial evaluation under IDEA. A student is not required to be provided with support services for a specific amount of time prior to a referral being made for a full individual and initial evaluation.

There are 13 areas of disability that the Special Education department is responsible for identifying. Each campus has a Speech Language Pathologist, Educational Diagnostician and/or a Licensed Specialist in School Psychology that is responsible for reviewing and evaluating students after the campus has gathered student referral information and obtained written parental consent. Formal assessment must be completed within 45 school days from date of parent consent and presented to the Admission Review and Dismissal Committee (ARDC) within 30 calendar days of completed evaluation. Timelines may change towards the end of the school year. Click link for more information on the process: [Initial Referral Process](#).

If the student evaluation supports an educational need and the student meets at least 1 of the 13 areas of identification, the campus ARDC will determine need for program services based on the student's present levels of performance and recommended accommodations and/or modifications.

See link for Disability Conditions and Eligibility Definitions:

<https://childfindtx.tea.texas.gov/eval-disability-criteria.html>

Click link for more information on the process: [Initial Referral Process](#)

For **Autism, (AU)**: McAllen ISD requires a request for a Psychological Evaluation with a FBA, Counseling and BIP, and a **Speech evaluation**.

For **Emotional Disturbance, (ED)**: McAllen ISD requires a request for a Psychological Evaluation with an FBA, Counseling and BIP, and a **Speech evaluation**.

Please note:

Any student diagnosed with “**chronic depression**” should be referred to special education for a psychological evaluation. This condition must be diagnosed by a psychiatrist. The key word is “chronic”, meaning it can last for years or be lifelong.

A referral for a full individual and initial evaluation may be made at any time by school personnel, the student’s parents or legal guardian, or another person involved in the education or care of a student. Note that if school personnel suspect that a child has a disability and needs special education and related services, a referral for a full individual and initial evaluation must be made. Response to Intervention Federal law directs schools to focus on helping all children learn by addressing problems early.

Initial Referral Timelines

If a child has more than 3 absences and you are in danger of not meeting a timeline contact your coordinator to calculate the new timeline. Attempts to contact the parents about students’ absences must be documented in the Parent Contact Form in SuccessEd and submitted to your coordinator.

If after the initial evaluation occurs, and parents have not agreed to have an ARD, have the ARD after the second notice. This should occur within 30 calendar days from the completion of the FIIE. TEA is now requiring districts to submit a reason when we do not meet this timeline. Attempts to contact the parents to schedule an ARD must be documented in the Parent Contact Form in SuccessEd and submitted to your coordinator.

As always, document attempts to evaluate children as well as attempts to schedule ARDs. If you are in danger of not meeting a deadline, contact your coordinator at least two weeks in advance.

Click Link for information: [Special Education Initial Referral Timelines](#)

The timelines change the last 45 school days.

Click Link for End of the Year Timelines: [Special Education EOY Timelines](#)

What if I can’t get a hold of a parent to test a student

All possible efforts must be made to ensure timelines are met. If a parent refuses to make their child available to test, documentation must be kept in the Contact Form on SuccessEd (include all phone calls, texts, email and home visit attempts).

- If after the 2-week period of the 45-day timeline, parent continually refuses to make their child available to be evaluated, submit via email the parent contact log along with Student’s Name, ID, D.O.B., and home and mailing address to the coordinator assigned to your and CC me. I will provide you with the MISD Notice #1- Attempt to Continue to Evaluate letter, that you can email (with a delivery and read receipt). I will also be sending the letter (certified mail).
- We will continue to make attempts to have the student brought in for testing.
- If parent continually refuses to make their child available to be evaluated a MISD Notice #2- Attempt to Evaluate, will be sent to the parent. An updated parent contact log along with the Student’s Name, ID, D.O.B., and home and mailing address to the coordinator assigned to your and CC me.

Initial Referral Distribution

Initial referrals will be assigned using a round robin system of distribution. An attempt will be made to assign to the home campus assessment personnel. However, to maintain an equal distribution of referrals

across staff referrals will then be proportionally assigned to other assessment staff based on location. A considerable effort will be made to ensure the workload between assessment staff is as evenly distributed as possible. In an effort to reduce driving, campuses have been grouped into three geographical zones. On rare occasions you may be assigned initial referrals not in your zone.

Emergent Bilingual Assessment

The identification of a suspected disability condition in students that are English learners (ELs)/ Emergent Bilingual (EB) requires an investigation into the cultural, linguistic, and educational background of the student. There is a typical progression of skills that occurs during second language acquisition that could appear as a disability condition. It is important to understand that a student with a suspected disability condition would be expected to demonstrate difficulties in the student's primary language as well as English.

Additional Testing Requests

Additional Testing Requests for Speech

For Speech additional testing requests, the campus diagnostician/LSSP should first consult with the speech pathologist to review and consider the concern and the referral request together. If the request is made by a parent. Notate in the deliberations and the PWN that a request was made by the parent to have the student evaluated for a speech evaluation. Consent **SHOULD NOT** be obtained **WITHOUT** first consulting with speech pathologist. If it is decided that the student **WILL NOT** be evaluated the campus diagnostician/LSSP along with the Speech Pathologist will collaborate in order to meet with the parent to obtain consent (SE: REED & Consent) or be provided with a PWN that states reason for the refusal to test.

Additional Testing Requests for IQ & Achievement

For SLD and ID additional testing requests, the speech pathologist should first consult with the campus diagnostician/LSSP to review and consider the concern and the referral request together. If the request is made by a parent. Notate in the deliberations and the PWN that a request was made by the parent to have the student evaluated for an IQ & Achievement evaluation. Consent **SHOULD NOT** be obtained **WITHOUT** first consulting with campus diagnostician/LSSP. If it is decided that the student **WILL NOT** be evaluated the campus Speech Pathologist along with the diagnostician/LSSP will collaborate in order to meet with the parent to obtain consent (SE: REED & Consent) or be provided with a PWN that states the refusal to test.

Additional Testing Requests for Psychological

For ED/AU additional testing requests, the speech pathologist should first consult with the LSSP to review and consider the concern and the referral request together. If the request is made by a parent. Notate in the deliberations and the PWN that a request was made by the parent to have the student evaluated for a psychological evaluation. Consent **SHOULD NOT** be obtained **WITHOUT** first consulting with campus LSSP. If it is decided that the student **WILL NOT** be evaluated the campus Speech Pathologist along with the campus LSSP will collaborate in order to meet with the parent to obtain consent (SE: REED & Consent) or be provided with a PWN those states, the refusal to test.

Additional Testing Requests for Counseling, FBA and BIP

For Counseling & Behavior additional testing requests, the speech pathologist should first consult with the counselor & Behavior strategist to review and consider the concern and the referral request together. If the request is made by a parent. Notate in the deliberations and the PWN that a request was made by the parent to have the student evaluated for a psychological evaluation. Consent SHOULD NOT be obtained WITHOUT first consulting with campus counselor & Behavior strategist. If it is decided that the student WILL NOT be evaluated the campus Speech Pathologist along with the campus counselor & Behavior strategist will collaborate in order to meet with the parent to obtain consent (SE: REED & Consent) or be provided with a PWN that states the refusal to test.

Documentation that is required for a Speech, IQ & Achievement, Psychological or Counseling Additional Assessment:

- *Teacher information
- *Student data, such as grades, STAAR scores, benchmark scores, any and all academic history
- *RTI/504 information (historical if available)
- *LPAC recommendations
- *Home language survey / Linguistic accommodations (if EB)
- *Attendance
- *Grades
- *Skyward discipline report
- *Behavior information / charts
- *Any medical information / *Other Health Impairment or other Doctor information requests (if not already on file)
- *Release and Consent for Confidential Information

Documentation that is required for an OT and PT additional assessment:

- teacher reference form
- case manager will request OT/PT prescription
- OT Referral Form:
<https://docs.google.com/document/d/1py8ax4U0t1-xNhle1q6Ug3YqcMHVGRMZ/edit?usp=sharing&oid=113848764414005079633&rtpof=true&sd=true>

REED Requirements

A review of existing evaluation data (REED) is required as part of any reevaluation (SuccessEd form). The REED must be conducted by the Admission, Review, and Dismissal (ARD) committee members and other qualified professionals, as appropriate.

A REED must be carefully considered and presented to the ARD Committee for discussion and approval before accepting previous evaluation data. It is recommended that all data, including FBAs, be considered and discussed.

In the case of the child with a visual impairment, the scope of any reevaluation must be determined by a multidisciplinary team that includes an appropriately certified orientation and mobility specialist.

In conducting the REED, the ARD committee must review:

- Evaluation and information provided by the parents of the child;
- Current classroom-based, local, or state assessments; and classroom-based observations; and
- Observations by teachers and related services providers

On the basis of the REED, and input from the child's parents, the ARD committee must identify what additional data, if any, are needed to determine:

- Whether the child is a child with a disability, and the educational needs of the child, or, in the case of a reevaluation of the child, whether the child continues to have such a disability and the educational needs of the child;
- Whether the child needs special education and related services, or, in the case of a reevaluation of the child, whether the child continues to need special education and related services
- The present levels of academic achievement and related developmental needs of the child; and
- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the individualized education program of the child to participate, as appropriate, in the general education curriculum.

Students who Transfer- Evaluation & IEP Scenarios

Student who Transfers (IEP Guidance)

The Family Educational Rights and Privacy Act does not require the child's new and previous LEAs to obtain parental consent before requesting or sending the child's special education records if the disclosure is for purposes related to the child's enrollment or transfer.

To facilitate the transition for the child with a disability who transfers from one district to another: The new district in which the child enrolls must take reasonable steps to promptly obtain the child's record from the previous LEA in which the child was enrolled including:

- The individualized education program (IEP) and supporting documents; and
- Any other records relating to the provision of special education or related services to the child;
- The previous district in which the child was enrolled must take reasonable steps to:

Promptly respond to such request from the new LEA by furnishing the new LEA with a copy of the child's records including the child's special education records:

Not later than the tenth working day after the date a request for information is received by the previous LEA.

IEP for Child who Transfers WITHIN the State

If the child transfers to McAllen ISD from within the state within the same school year, and the parents or the previous district verify that the child was receiving special education services there, McAllen ISD must, in consultation with the parents, provide the child with a free appropriate public education (FAPE) including services comparable to those described in the IEP from the previous district, until McAllen ISD either:

- Adopts the IEP from the previous district; or
- Develops, adopts, and implements a new IEP that is consistent with the ADMISSION, REVIEW, AND DISMISSAL COMMITTEE frameworks.

- Develops, adopts, and implements a new IEP that is consistent with the ADMISSION, REVIEW, AND DISMISSAL COMMITTEE frameworks.

McAllen ISD Student Transfer Process-In State

Transfer IEP Meeting – For any NEW to District transfers, the Transfer Individualized Education Program (IEP) Meeting must be completed no later than the **first 10 school days from enrollment**. * If student enrolls during the summer and has informed the campus of having a disability the Transfer Individualized Education Program (IEP) Meeting must take place before the 1st day of school.

Individualized Education Program Meeting **MUST be held within 30 days of enrollment**.

IEP for Child who Transfers from OUTSIDE the State

If the child transfers to a new district in another state within the same school year and the parents or the previous district verify that the child was receiving special education services in the previous district, McAllen ISD must, in consultation with the parents, provide the child with FAPE including services comparable to those described in the IEP from the previous district, and McAllen ISD will:

- McAllen ISD will conduct an evaluation in compliance with the EVALUATION PROCEDURES framework; and
- Develop a new IEP, if appropriate, that is consistent with the ADMISSION, REVIEW, AND DISMISSAL COMMITTEE frameworks.

Transfer Student when an initial evaluation is pending

If a child is in the process of being evaluated for special education eligibility and enrolls in a new district, the new district must coordinate with the previous, as necessary and as expeditiously as possible, to ensure prompt completion of the initial evaluation.

The receiving LEA must comply with the CONSENT FOR INITIAL EVALUATION and the EVALUATION PROCEDURES frameworks except as provided in this framework.

***McAllen ISD will honor previous districts consent to evaluate. Campus DIAG/LSSP will obtain a new consent to evaluate and will have the full 45 days to evaluate.**

McAllen ISD Student Transfer-Out of State

Transfer IEP Meeting – For any NEW to District transfers, the Transfer Individualized Education Program (IEP) Meeting must be completed no later than the **first 10 school days from enrollment (and consent for testing must be obtained)**. * If student enrolls during the summer and has informed the campus of having a disability the Transfer Individualized Education Program (IEP) Meeting must take place before the 1st day of school.

Individualized Education Program Meeting and evaluation **MUST be held/presented within 45 days of enrollment**.

The Special ED department DOES NOT approve or deny any IN or OUT of district transfer requests.

Out of District Records Requests

Ms. Elena is able to request Student Transfer Records if and only if the student came from another SuccessEd district. To request a SuccessEd Transfer Records Request, please send an email to Ms. Maria E. Garza with the Student's Name, D.O.B., Student I.D and the district they are coming from.

All records must still be requested directly from previous campus or district VIA T-Rex. It is campus's responsibility to follow up with requests.

ECI / Easter Seals and Pre- Academic Evaluations

Early Childhood Intervention

Early Childhood Intervention Help is available for families with infants and toddlers who have developmental delays. The agency in Texas that provides these early intervention services is Texas Health and Human Services. The program for very young children is the Early Childhood Intervention (ECI) program. These services are for children under the age of three.

At age three, children with disabilities may become eligible for special education and related services. If so, the child's school district is responsible for ensuring FAPE is made available to the child by the child's third birthday. Not all children who receive ECI services qualify for services provided by a public school. Therefore, at least 90 calendar days before a toddler receiving ECI services turns three years old, a meeting will be scheduled to help the family transition from ECI services to special education and related services, if appropriate.

If the child qualifies, special education and related services must be made available to the child on his or her third birthday.

Beyond ECI is a publication that contains information about the transition from the early childhood program to special education. This publication, Beyond ECI can be found here:

https://www.navigatelifetexas.org/uploads/files/general-files/Beyond-ECI-ECI-17_1117.pdf

Early Childhood Intervention (ECI):

Early Childhood Intervention (ECI) program serves children from birth to 3 years of age who have physical disabilities and developmental delays. Developmental delays are defined as significant delays in language or speech, self-help skills, social or emotional skills, gross or fine motor skills and cognitive skills- walking, talking, eating, and playing.

ECI services:

ECI provides evaluations, at no cost to families, to determine eligibility and the need for services. Income is not a factor in determining eligibility. ECI determines eligibility for infants and toddlers from birth to 36 months of age.

To be eligible for ECI services, the student must meet one of the following criteria:

- Medically Diagnosed Conditions
- Auditory or Visual Impairment

- Developmental Delay

Services are determined by evaluating using the BDI-2 to determine eligibility. If your child qualifies for services, the team identifies the family’s daily routine and the child’s strengths and needs.

Based on the results of the evaluation and assessment, a plan is developed for services, also known as the Individualized Family Service Plan (IFSP). For information about, or to make a referral to ECI programs, please visit:

<https://www.esc1.net/Page/423> or

<https://www.easterseals.com/rgv/our-programs/childrens-services/early-childhood-intervention.html>

Provision of Services

LEAs are required to expend the proportionate share of federal IDEA funds to provide special education and related services to eligible parentally placed children with disabilities. This includes direct services to children. Services may be provided directly by the LEA or by a contract with a third party.

Service Plan

Each parentally placed private school child with a disability who has been designated to receive special education and/or related services must have a services plan. The services plan describes the specific special education and/or related services that the LEA will provide to the child. The LEA must ensure that a representative of the private school attends each meeting to develop the services plan. If the private school representative cannot attend, the LEA must use other methods to ensure participation, including individual or conference telephone calls. This will help ensure communication about the child’s needs among key stakeholders.

A services plan should reflect only the services the LEA will provide to a parentally placed private school child with a disability who is designated to receive services.

District Process:

1. LEAs are required to consult with both private school representatives and parent representatives of parentally placed private school children with disabilities. [Affirmation of Consultation for Private Schools / Head Start / Daycare letter.](#)
2. The LEA must obtain a written affirmation statement from the private school representatives who participated in the consultation process that timely and meaningful consultation has occurred. If the private school representatives do not provide a written affirmation within a reasonable period of time, the LEA must forward the documentation of the consultation process to the SEA. TEAMS Meeting was held on 07/27/2023.
3. Options provided:
 - a. OPTION 1: 12 Speech Therapy Sessions (pending TEA approval)
 - b. OPTION 2: 10 Speech Sessions & Consult Services for VI and Occupational Therapy (pending TEA approval)
4. McAllen is obligated to provide: [REDACTED]

** In SuccessEd services should be added/listed as follows”

The screenshot shows a window titled "Add new record" with a "Refresh" button in the top right. The window contains a form with the following fields:

- Subject: Speech Therapy (dropdown)
- Semester: Both (dropdown)
- Service Provider: Speech-Language Pathologist/Speech-Langi (dropdown)
- Grade Assigned By: Not Applicable (dropdown)
- Min. Gen: 0 (text input)
- Min. SpEd: 30 (text input)
- Frequency: 12 (text input)
- Duration: 36 wks (dropdown)
- Service Type: Direct (dropdown)
- Removed From: (empty dropdown)
- RDSPD:
- Comments: (text area)
- Buttons: Insert, Cancel

At the bottom of the window, it says "No records to display."

Pre-Academic Evaluations:

Students receiving services through Early Childhood Intervention (ECI) will be transitioned into the public school system starting as early as their 3rd birthday if they are found eligible for services. A Full Individual Evaluation (FIE) will be completed, and an ARD will take place on or prior to the student's 3rd birthday.

If a child's third birthday occurs during the summer, the child's ARD committee must determine the date when services will begin.

If a student is already 3 to 5 years of age, and not enrolled in school, the usual timelines for the completion of an FIE will be followed.

Parent referrals follow the 45-day timeline for FIE and ARD. The Parent must sign Consent for Initial Placement. The home campus will hold the ARD, and placement is determined by the ARD Committee.

[McAllen ISD Flow Chart to Determine Evaluation & Services for Students](#)

SPP Indicator 7: Early Childhood Outcomes – COSF

As required by the Individuals with Disabilities Education Act (IDEA), states collect and report the percentage of preschool children with Individualized Education Programs (IEPs) who demonstrate improved:

- positive social-emotional skills,
- acquisition and use of knowledge and skills, and
- use of appropriate behaviors to meet their needs.

Data Collection

Reporting Early Childhood Outcomes (ECO) requires assessing 3-, 4-, or 5-year-old children enrolled in Early Childhood Special Education (ECSE) at two points in time (i.e., Entry and Exit).

COSF Resources

[SPP Indicator 7: Early Childhood Outcomes Child Outcomes Summary Process](#)

[SPPI-7: Early Childhood Outcomes Entry and Exit Data Collection Criteria](#)

[State Performance Plan Indicator \(SPPI\) 7 Frequently Asked Questions \(FAQs\)](#)

Prior Written Notice

Prior Written Notice (including Dismissals & DNQ's)

One of the parent's rights under IDEA is to receive prior written notice about certain actions or inactions concerning the child a reasonable time before the school ACTUALLY takes the action or refuses to take the action.

Specifically, a school **MUST** provide the parent with prior written notice in their native language or other mode of communication when it:

- Proposes to initiate or change the identification, evaluation, educational program, or educational placement of the child or the provision of a FAPE (including a change prompted by the parent's revocation of consent for the continued provision of special education and related services); or
- Refuses to initiate or change the identification, evaluation, educational program, or educational placement of the child or the provision of a FAPE to the child.
- For Initial Evaluations- If the parent fails to show up on the first five days notice, immediately send a second five days notice and be prepared to have the ARD if the parent does not show up or cancels at the last minute.

Prior written notice **MUST** be given at **least five school days in advance of the actions** that the school **proposes or refuses** to take unless you agree to a shorter time frame. The school must provide you with prior written notice regardless of whether you agreed to or requested the change. A prior written notice must include the following information:

- (1) A description of the action proposed or refused by the school;
- (2) An explanation of why the school proposes or refuses to take the action;
- (3) A description of each evaluation procedure, assessment, record, or report the school used as a basis for the proposed or refused action;
- (4) A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- (5) Sources for parents to contact to obtain assistance in understanding special education requirements;
- (6) A description of other options that the ARD committee considered and the reasons why those options were rejected; and
- (7) A description of other factors that are relevant to the school's proposal or refusal.

Presenting Results & Reports

In most cases, the campus Diagnostician, SLP or Psychologist is the primary contact person that will convey results of formal evaluations to the parents before and at the ARD meeting. The campus Diagnostician or Psychologist may convey results of all aspects of the FIE to parents, unless there may be points of contention or disagreement with results, in which case the assessment staff responsible for the evaluation should convey the results. All assessment staff (diag./psychologist/SLP/OT/Counselor/PT/Adaptive PE) should be prepared to attend the ARD at the

campus request. The report should be explained in layman's terms where possible, so parents have a full understanding of the results. Graphics and pictorial representations can be helpful but are not required. A summary of the findings, if the ARD Committee is in agreement, may be read in lieu of the entire report.

Before the ARD

All reports should be explained to the parent **BEFORE** the ARD in layman's terms where possible, so parents have a full understanding of the results. The campus Diagnostician or Psychologist may convey results of all aspects of the FIE to parents, unless there may be points of contention or disagreement with results, in which case the assessment staff responsible for the evaluation should convey the results. Graphics and pictorial representations can be helpful but are not required. A summary of the findings, if the parent is in agreement, may be read in lieu of the entire report. However, be prepared to read the entire report if the parent requests. **Results of any evaluation are required to be reviewed with parents in advance of the ARD meeting, by phone or in person.**

During the ARD

The report should be explained in layman's terms where possible, so parents have a full understanding of the results. The campus Diagnostician or Psychologist may convey results of all aspects of the FIE to parents, unless there may be points of contention or disagreement with results, in which case the assessment staff responsible for the evaluation should convey the results. Graphics and pictorial representations can be helpful but are not required. A summary of the findings, if the ARD Committee is in agreement, may be read in lieu of the entire report. However, be prepared to read the entire report if the parent or staff requests. **All staff should be prepared to attend ARDs at the campus request (advance notice must be given by campus).**

Dealing with Disagreements with FIE/ FIIE Results

It may also be necessary to conduct a staffing at the campus to ensure that all members of the ARD Committee be informed of the findings and any concerns that parent voiced when reviewing results of the evaluation. Staffing should be held prior to scheduling an ARD meeting with the parent.

Parent communication should be notated in Parent Contact Log on SuccessEd (notate phone call and if a copy was provided to the parent).

OT, Speech Pathologists, and other related or instructional services staff members may be required to attend the ARD to present their respective reports if their presence is requested by parent or by campus.

At the conclusion of the meeting, parents should be provided with PWN and the Procedural Safeguards: https://framework.esc18.net/Documents/Pro_Safeguards_ENG.pdf

Dealing with Dismissal from Special Education

All students being dismissed from special education must be referred for 504 consideration. **This form must be attached to ARD Dismissal ARD documents when they are submitted to the Office of Special Education, and should be uploaded to the student's history on the software. Staff should also submit a copy of this form to the 504 Coordinator at the campus.**

Independent Evaluations (IEE)

If a parent disagrees with an evaluation or reevaluation by the school, IEP meeting will end in a disagreement:

- A statement in deliberations will read “Parent was in disagreement with evaluation”.
- IEP Committee must reconvene within 10 school days, parent will leave meeting with a New Notice for scheduled meeting
- IEP Meeting will be scheduled within 5 school days, to include special education coordinator
- Outlook invites must be sent out by end of school day of meeting held and Special Education Coordinator MUST be included.

Contact your campus special education Coordinator for more information and guidance on when a parent requests an IEE.

Revocation of Consent for Services

Just as the parents have the authority to consent to the initial provision of special education and related services, they also have the authority to revoke consent for services. Revocation of consent must be in writing. Once the school receives written revocation, it must honor that decision. However, before the school discontinues services, it must provide the parent with prior written notice that services will stop. Although the school must discontinue services, the school is not required to amend the child’s education records to remove any references to that child’s previous special education and related services in the past. If a parent revokes consent for the continued provision of special education and related services, the child will be considered a general education student and will not be entitled to any of the protections under IDEA.

Furthermore, if a parent revokes consent for services, the school may not request mediation or a due process hearing in an attempt to change or challenge that decision.

The school may not merely reinstate special education and related services. A parent or adult student has the right to request an evaluation to determine if a student is eligible, for special education and related services. The school treats this request as a request for an initial evaluation.

Related Services (IEP # of sessions)

On occasion, changes to related services are requested at an ARD meeting. Evaluation staff presenting an FIE **SHOULD NOT** change prescribed services or number of sessions as indicated on related or instructional services on the FIE, since those recommendations are based on formal evaluation and informed professional opinion. An ARD Committee should not make changes to session frequency or duration for related or instructional services.

OT, Speech Pathologists, and other related or instructional services staff members may be required to attend the ARD to present their respective reports if their presence is requested.

Each contributing evaluation staff member will communicate their findings to the parent.

Manifestation Determinations

Whenever a child is going to be removed from their educational placement for more than ten days (either all at once or cumulative) then a Manifest Determination Review (MRD) is needed. A MDR is an ARD and requires five days notice. When conducting a MDR, the campus is required to send Removal forms to the Coordinator overseeing Discipline in advance. Once a recommendation is made, the ARD committee must review all relevant information in the child's file, including the IEP, any teacher observations, and any relevant information provided by parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the school's failure to implement the IEP.

If the ARD committee determines that either of these conditions is met, then the conduct is a manifestation of the child's disability. If the ARD committee determines that neither condition is met, then the conduct is not a manifestation of the child's disability.

When Conduct is a Manifestation

If the conduct is a manifestation of the child's disability, the ARD committee must either:

- Conduct a functional behavioral assessment (FBA), unless the school had conducted an FBA before the behavior that resulted in the change of placement occurred, and implement a BIP; or
- If a BIP is already in place, review the BIP and modify it as necessary to address the behavior.

In addition, the ARD committee must return the child to the placement from which the child was removed unless:

- The parent and the school agree to a change of placement as part of the modification of the child's BIP; or
- The child's violation of the code of student conduct involves one of the special circumstances described below:
 - If the ARD committee concludes that the child's conduct was caused by the school's failure to implement the IEP, the school must take immediate steps to remedy the deficiencies in a revision ARD.

When Conduct is Not a Manifestation

If the conduct was not a manifestation of the child's disability, school personnel may discipline the child in the same manner as other children, except appropriate educational services must continue. The child's ARD committee will determine the IAES in which the child will be served. Special Circumstances School personnel may remove the child to an IAES for up to 45 school days without regard to whether the behavior is a manifestation of the child's disability in cases where the child:

- Carries or possesses a weapon at school, on school premises, or at a school function.
- Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The ARD committee will determine the IAES in which the child will be serve. Additionally, if the child does not have a BIP or has one that is more than a year old, parent request for an FBA must be requested within ten school days of the manifestation. If the child has already had a BIP that is less than a year old, it must be reviewed and revised if needed during the MDR.

IEP Compliance Campus Check Points

Due to findings of the TEA Audit from the Spring of 202 and upcoming cyclical TEA audit the following reports, email and or message will be posted on Campus Chats:

- Annual ARDs completed according to PEIMS
- Students by Form Report (Drafts)
 - The campus Diagnostician /LSSP must submit the completed and LOCKED items to the Special Education Office **WITHIN one week** from the date of the ARD Meeting. (See Coordinator for clarification). Parents must be provided copies of all documents in their preferred language.
- Student with Progress Reports (after every grading period)

List subject to change

SELA

The purpose of House Bill (HB) 58 is to collect, analyze, and monitor data on the language acquisition of children eight years of age or younger who are deaf or hard of hearing (DHH) or deafblind.

Using the assessments and tools provided to assess each child's language acquisition, education agencies (LEAs) will gather and submit data to the Texas Student Data System (TSDS) via the Special Education Language Acquisition (SELA) core collection.

Big Rocks: A MINIMUM of one assessment or tool shall be given annually to students who are DHH or DB that qualify for the data collection required by HB 548 and with the permission granted by a parent or a guardian.

MISD Process: Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS) will be completed by the contact teacher. If student is receiving consult DHH services, contact teacher and DHH teacher will complete the CASLLS during that time. SLP will need to submit language sample.

Glossary of Evaluation Terms

English-Spanish Glossary of Special Education Terminology (Van Buren Intermediate School District)

<https://matiata.org/Resources/Documents/English-Spanish%20Special%20Education%20Terminology.pdf>

Updated- English-Spanish Glossary of Special Education Terminology (Van Buren Intermediate School District)

http://impactofspecialneeds.weebly.com/uploads/3/4/1/9/3419723/english-spanish_dictionary_of_special_education_terminology.pdf

English-Spanish Glossary for Educational Settings (California Dept. of Ed.)

<https://www.cde.ca.gov/sp/el/er/engspanglossary.asp>

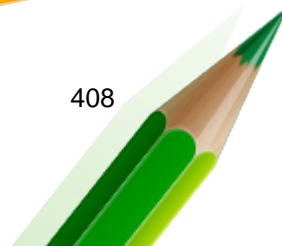
SPECIAL EDUCATION English-Spanish TERMINOLOGY (David School District)

<https://resources.finalseite.net/images/v1560891241/davisk12utus/zkjaigt79ecwrk6xavwl/TRANSLATIONSERVICES-DAVISGLOSSARYSpEd05-21-19-Spanish-.pdf>



Head Start

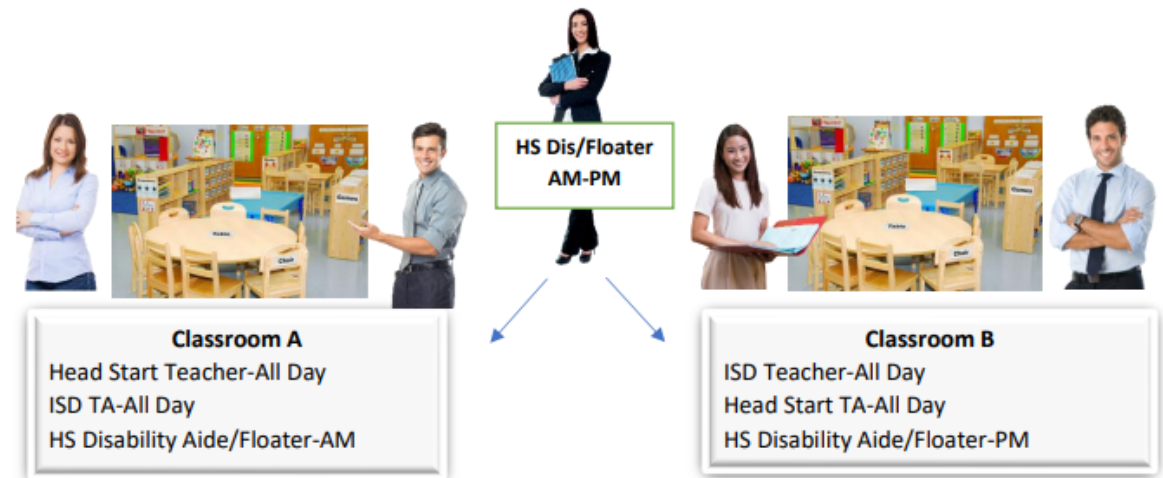
Board Meeting



Current Model



New Model



2019-2020

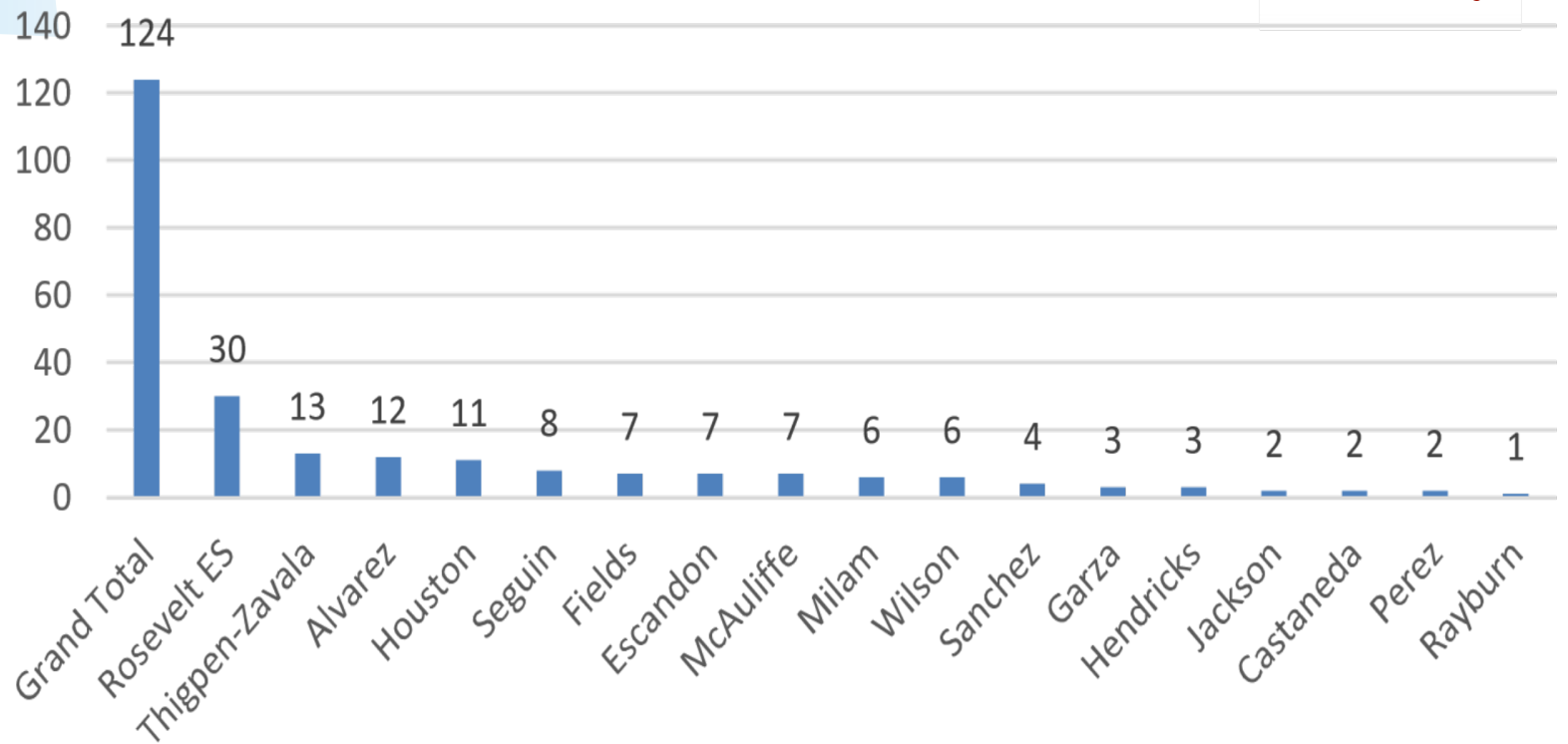
2019-2020 Head Start Persisting Students by Campus

3rd year

64%

currently with us

Original Cohort: 195

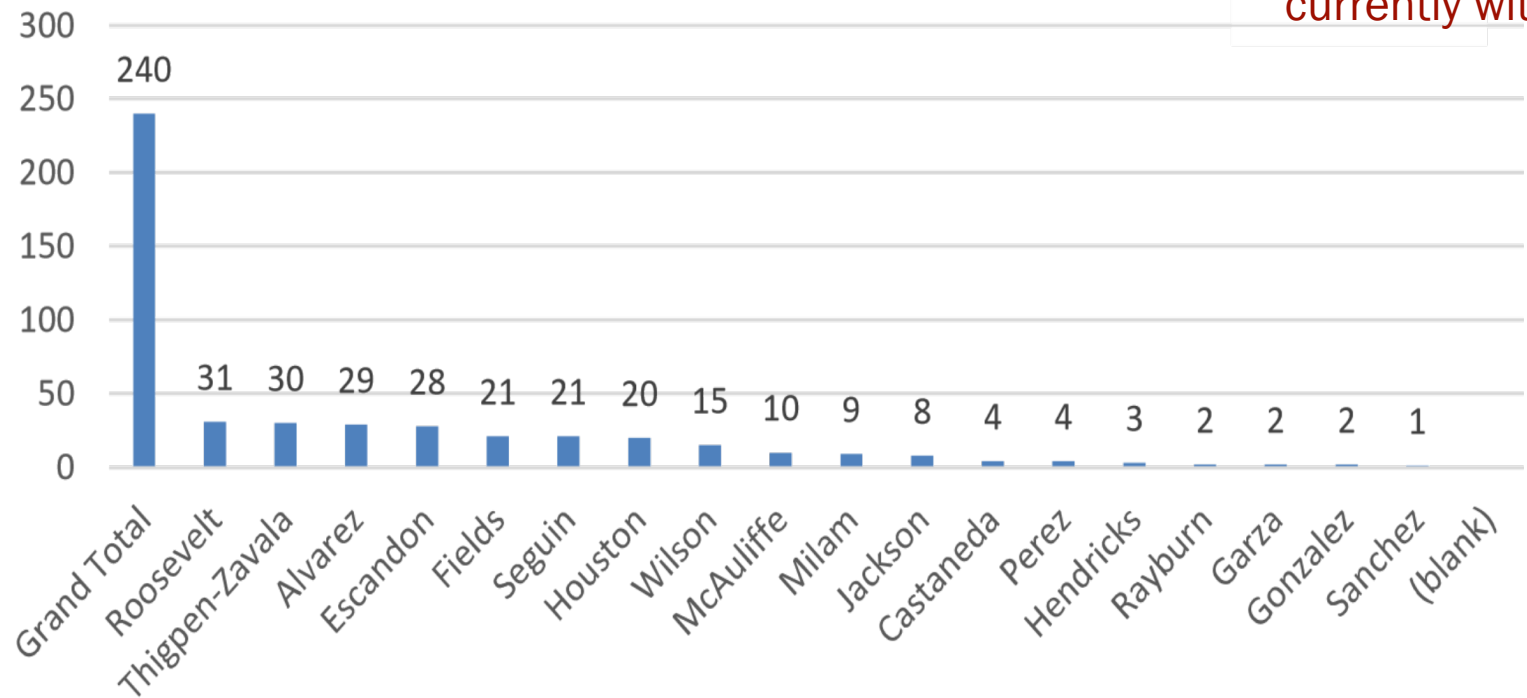


2020-2021

2020-2021 Head Start Persisting Students by Campus

2nd year
63%
currently with us

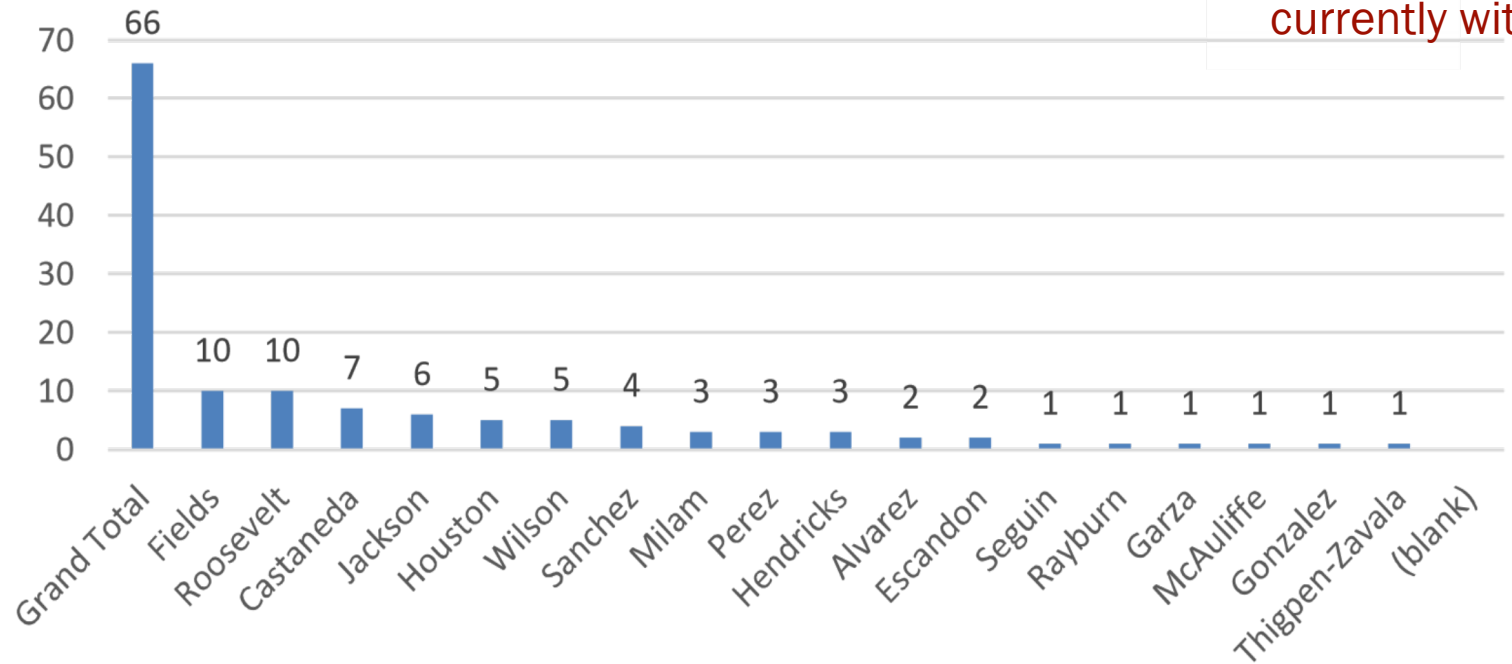
Original Cohort: 382



2021-2022

Original Cohort: 110

2021-2022 Head Start Persisting Students by Campus



1st year

60%

currently with us

2022-2023

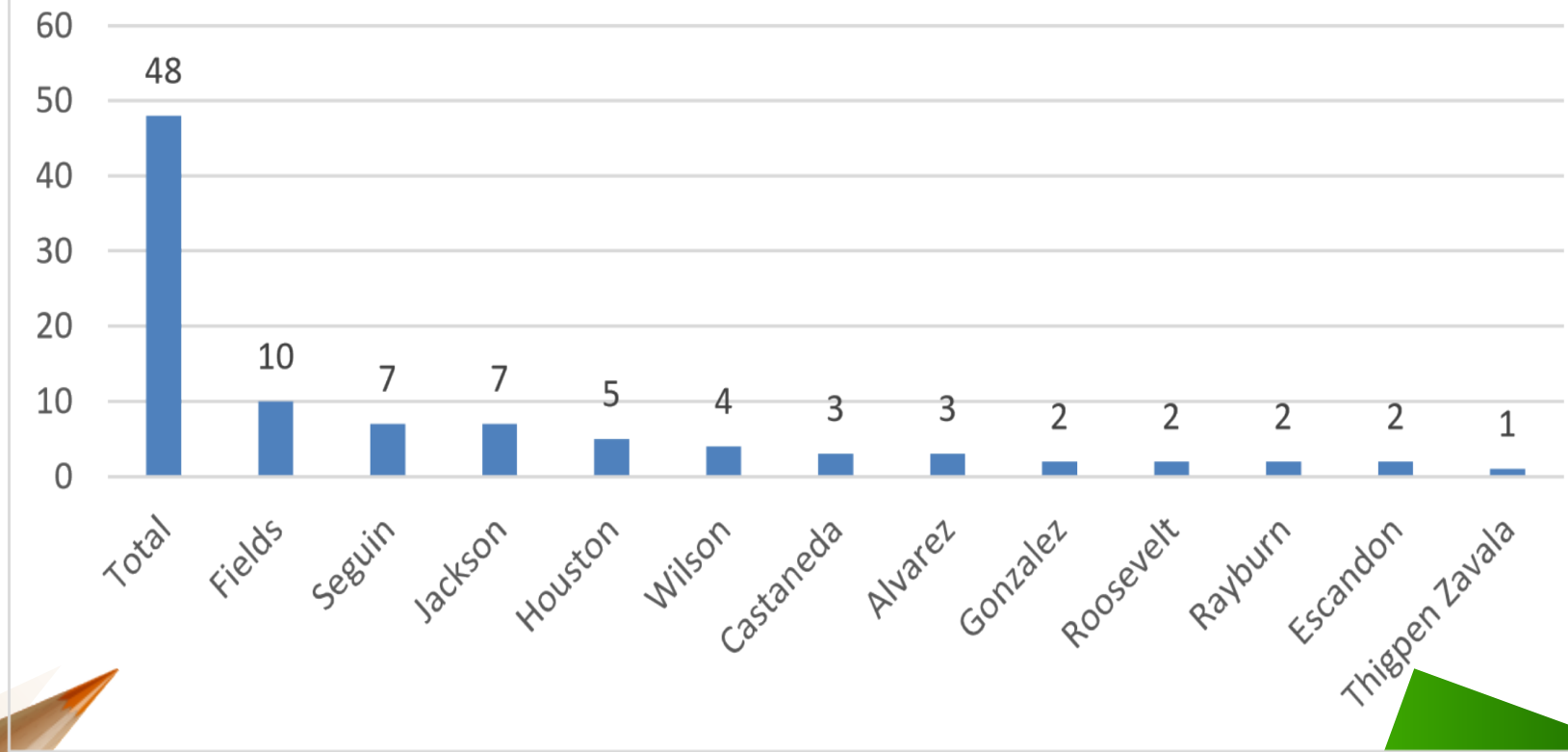
Currently with us
100% have registered for next year with either
head start or McAllen ISD. 48 students have
registered at the following campuses.

Original Cohort: 368

Out of 368 students, 126 are 5 years old and are expected to attend Kindergarten in the upcoming year.

242 students are 4 years old and have the option to either enroll in Head Start or McAllen ISD.

2022-2023 Head Start Graduates Zoned to another McAllen ISD School



413

Location: Alvarez, Escandon & T-Zavala

Revenue and Expenditure Analysis

Expenses				Revenue
	Utilities Expense	Teacher	Paraprofessional	Allotment
Per Classroom	\$1,133	\$60,000	\$30,000	\$61,600
Total for 18 classrooms	\$20,394	\$540,000 (9)	\$270,000 (9)	\$1,108,800

Annual Gains	
Revenue	\$1,108,800
Expenses	\$830,394
	\$278,406



Thank You!

Any Questions?



2023-2024 Advanced Academic Services/Gifted and Talented Program





**Office of Advanced Academic Services
2200 Tamarack Avenue
Portable 78
McAllen, Texas 78501
956-618-6059**

This guide serves as a resource for Parents, Administrators and Teachers of Gifted and Advanced Students outlining the philosophy and procedures for the Gifted and Talented program in the McAllen Independent School District.

It is a policy of the McAllen Independent School District not to discriminate based on sex, handicap, race, color, or national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504, and Title VI, and will take steps to secure the lack of English language skills will not be a barrier to admission and participation in all education and vocational programs.



**MCALLEN INDEPENDENT SCHOOL DISTRICT
2023-2024**

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Advanced Academics Coordinator – Ms. Alexandra Gonzalez

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GT Testing Clerk – Mrs. Veronica Carrillo

GT Testing Clerk – Mrs. Nicole Sanchez

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MCALLEN ISD/TEXAS STATE GOAL FOR SERVICES OF GIFTED AND TALENTED STUDENTS

Mission

McAllen ISD Advanced Academic Services exists to serve schools in inspiring and nurturing gifted and advanced learners through a multitude of services. The Texas Goal for GT Student is: Students who participate in the services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

Vision

Advanced Academic Services emphasizes a respect for the worth and dignity of each individual and assumes the responsibility to promote each student's fullest development as a citizen. The Gifted and Talented program extends this philosophy in specifying that gifted students must be constantly challenged to stretch themselves intellectually because of their unique learning characteristics. McAllen Independent School District believes every child has a right to be educated at the level that is commensurate with his/her needs and abilities. Therefore, the Gifted and Talented Program exists to meet the needs of identified gifted and talented students and to develop students who exhibit the potential for academic giftedness.

TEXAS DEFINITION OF GIFTED AND TALENTED

According to Texas Education Code §29.121, a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

1. Exhibits high performance capability in an intellectual, creative, or artistic area.
2. Possesses an unusual capacity for leadership; or
3. Excels in a specific academic field.

TEXAS EDUCATION AGENCY SPECIAL STUDENT POPULATIONS

Special programs are designed as intervention. When a student is assigned to a special program, school officials understand that the regular academic program may not meet the student's academic needs; therefore, a special service is needed. Without this service, students might not achieve their potential. This assumption overarches all special programs, including Dyslexia, Education of Homeless Students, Foster Care and Student Success, Special Education, Bilingual/ESL Education, and Gifted and Talented Education.

Gifted and Talented Education is a special program designed to serve a special student population. It is designed for approximately the top three to five percent of the general student population. As with other special programs, without the services of the gifted and talented program, identified gifted students may not achieve their potential; therefore, they need the interventions that the program for the gifted/talented can offer. (Texas Education Agency, 2016)

Policy

McAllen ISD Board Policies define Gifted and Talented services. These include the following:

- **EHBB- Special Programs:** Gifted and Talented Students
- **DMA (Legal) Required Staff Development:** Gifted and Talented Education

Common Characteristics of Gifted Students

While it is unusual for a child to manifest all the following characteristics, gifted students may exhibit many of these, even at an early age (Blum, 1985; Webb, Gore, Amend, & DeVries, 2007):

- Possesses a large storehouse of information about a variety of topics.
- Prefers complex and challenging tasks.
- Sees connections between apparently unconnected ideas and activities.
- Prefers to work independently.
- Prefers older companions.
- Is a perfectionist.
- Has a sophisticated sense of humor.
- Loves puzzles, mazes, and numbers.
- Can elaborate on ideas.
- Enjoys solving problems, especially with numbers and puzzles.
- Is persistent.
- Reads with comprehension at an early age.
- Shows quick mastery and recall of factual information.
- Has insight into cause-effect relationships.
- Has a ready grasp of underlying principles.
- Is a keen and alert observer.
- Exhibits advanced vocabulary for age or grade level.
- Displays curiosity about many topics.
- Has a passionate interest area.
- Is intense; gets totally absorbed in activities and thoughts.
- Displays asynchronous development...physical skills may lag cognitive abilities, etc.
- Unusual alertness, even in infancy.
- Rapid learner; puts thoughts together quickly.
- Excellent memory.
- Unusually large vocabulary and complex sentence structure for age.
- Often self-taught reading and writing skills as preschooler.
- Deep, intense feelings and reactions, highly sensitive.
- Thinking is abstract, complex, logical, and insightful.
- Idealism and sense of justice at early age.
- Concern with social and political issues and injustices.
- Longer attention span and intense concentration.
- Wide range of interests (or extreme focus in one area).
- Puts idea or things together that are not typical.
- Desire to organize people/things through games or complex schemas.
- Vivid imaginations (and imaginary playmates when in preschool).

Twice Exceptional Students

The term “twice exceptional” is used to signify the presence of gifted potential and a disability. Collaboration between classroom teachers, special educators, gifted educators, and parents needs to implement strategies to meet the diverse needs of twice-exceptional students. The following characteristics may be among those observed in twice-exceptional students, particularly those with learning disabilities (Higgins, Baldwin & Pereles, 2000; Nielsen, Higgins, Wilkinson, & Webb, 1994; Weinfeld, Barnes-Robinson, Jeweler, & Shevitz, 2006).

Students who are gifted may also have a special need or disability. The term “twice-exceptional,” also referred to as “2E,” is used to describe gifted children who have the characteristics of gifted students with the potential for high achievement and give evidence of one or more disabilities as defined by federal or state eligibility criteria. These disabilities may include specific learning disabilities (SpLD), speech and language disorders, emotional/behavioral disorders, physical disabilities, autism spectrum, or other impairments such as attention deficit hyperactivity disorder (ADHD).

A “twice-exceptional learner (also known as 2E)” is a child or youth who performs at—or shows the potential for performing at—a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

1. exhibits high performance capability in an intellectual, creative, or artistic area;
2. possesses an unusual capacity for leadership; or
3. excels in a specific academic field (TEC 29.121).

...and who also gives evidence of one or more disabilities as defined by federal or state eligibility (IDEA, 2004) (300.8) (Section 504) criteria such as:

- Learning disabilities.
- Speech and language disorders.
- Emotional/behavioral disorders.
- Physical disabilities.
- Traumatic brain injury.
- Autism spectrum disorder; or
- Other health impairments such as ADHD.

Characteristics of Twice Exceptional Gifted Students

Autism/Asperger Syndrome Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance. Other characteristics often associated with autism are resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

- Gifted English Learners may exhibit characteristics that are different from their native English-speaking peers.
- Severe social problems
- Psychomotor coordination deficiencies
- Organization difficulties
- Lack of ability to read body language or facial expressions.
- Inability to understand pragmatic language.
- Often has one area of interest to the exclusion of all else
- Can be comorbid with sensory integration dysfunction, obsessive compulsive disorder, or anxiety disorders.
- Language differences often coincide with cultural differences.

Specific Learning Disability. means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

- Processing deficits resulting in slow responses and work production.
- Difficulty with long/short term memory
- Deficient or extremely uneven academic skills
- Lack of organizational and study skills
- Possible social problems
- Inordinately frustrated by schoolwork
- Possible issues of impulsivity
- Can be comorbid with ADHD and sensory integration dysfunction.
- Possible gross and/or fine motor difficulties

Attention Deficit Disorder without Hyperactivity. A medically defined disorder characterized by a persistent pattern of inattention and/or hyperactivity. It involves an inability to direct and/or control attention due to an under-focus on all stimuli (hypo-focused).

- Seeks stimuli through a variety of actions to stay focused (e.g., fidgets, squirms, shifts from one activity to another, touches everything)
- Difficulty sustaining attention for even short periods of time.
- Easily distracted by external stimuli
- Loses/forgets things, information, etc.
- Interrupts or intrudes on others.
- Inability to follow more than one step in a set of directions or instructions.
- May engage in physically dangerous activities.
- Cannot see the consequences of actions.

Attention Deficit Disorder with Hyperactivity. A medically defined disorder characterized by a persistent pattern of inattention and/or hyperactivity. It involves an inability to direct and/or control attention due to an over-focus on all stimuli (hyper-focused).

- Distracted by stimuli and responds by (e.g., fidgeting, squirming, shifting from one activity to another, touching everything)
- Difficulty sustaining attention for even short periods of time.
- Easily distracted by external stimuli
- Avoids or complains about noise, other students, lights, smells, etc.
- Paces or roams the room.
- Impulsive
- Interrupts or intrudes on others.
- Inability to follow more than one step in a set of directions or instructions.
- Cannot see the consequences of actions.

Emotional Behavioral Disorder. A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- Inappropriate types of behavior or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression

- A tendency to develop physical symptoms or fears associated with personal or school problems EBD Includes mood disorders, anxiety disorders (e.g., generalized anxiety disorders, panic disorders, social phobia), and obsessive-compulsive disorders, but psychiatric diagnosis is not a required criteria for IDEA.
- Extremely inflexible
- Low frustration threshold
- Difficulty controlling emotions
- Limited capacity for change
- Extreme explosive episodes
- Completely falls apart when hungry, tired, or stressed
- Excessive worrying
- Social withdrawal or aggression
- Irritable or angry
- Depression
- Variety of physical symptoms

Speech and Language Impairment. Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

- Articulation disorder
- Fluency disorder (stuttering)
- Voice disorder
- Language disorder, which refers to an impaired ability to understand and/or use words in context. Expressive language disorder: difficulty expressing ideas. Receptive language disorder: difficulty understanding verbal communication.

Traumatic Brain Injury. Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma. Children who sustain Traumatic Brain Injury may experience a complex array of problems, including the following:

- Medical/Neurological Symptoms: speech, vision, hearing and other sensory impairment, decreased motor coordination, difficulty breathing, dizziness, headaches, impaired balance, loss of intellectual capacities, partial to full paralysis, reduced body strength, seizures, sleep disorders, and speech problems.
- Cognitive Symptoms: decreased attention, organizational skills, and problem-solving ability; difficulty with abstract concepts; memory deficits; perceptual problems; poor concentration and judgment; slowed information processing; and poor memory.
- Behavioral/Emotional Symptoms: aggressive behavior, denial of deficits, depression, difficulty accepting and responding to change, reduction of inhibitions, distractibility, feelings of worthlessness, lack of emotion, low frustration level, helplessness, impulsivity, inappropriate crying or laughing, and irritability.
- Social Skills Development: difficulties maintaining relationships, inability to restrict socially inappropriate behaviors, inappropriate responses to the environment, insensitivity to others' feelings, limited initiation of social interactions, and social isolation.
- Any or all the above impairments may occur to different degrees. The nature of the injury and its attendant problems can range from mild to severe, and the course of recovery is very difficult to predict for any given student.

General Characteristics English Language Learners

Parents and family members have a unique ability to observe a child's characteristics, abilities, and attitudes across many different environments. Although there is no single assessment of giftedness, there are certain characteristics shared by many gifted learners. Below is a list of some general traits to watch for if you believe your child might be in need of gifted services. Keep in mind that not every gifted learner will display every one of these characteristics, and giftedness may manifest itself through traits not listed below.

Characteristics Related to Language:

- Above-average growth in English language proficiency
 - Gifted English learners rapidly acquire English language skills once exposed to the language and given an opportunity to use it expressively.
- Ability to code switch easily
 - Gifted English learners can think easily in both languages and switch back and forth for emphasis. Researchers argue that trans-languaging should be considered as a potential intellectual advantage.
- High level of accuracy in interpreting and translating for peers and adults
 - Gifted English learners may take on the role of translator for other students in the classroom and for their families at home.

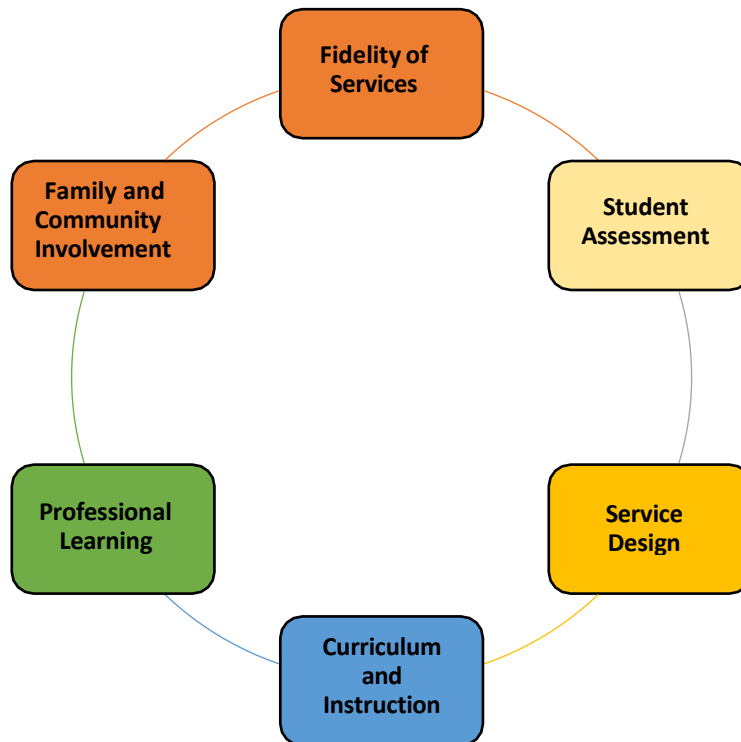
Characteristics Related to Learning:

- Advanced reading ability
 - Gifted English learners have the ability to read above grade level, either in English or their native language, depending upon age and experience.
- Creativity and problem-solving ability
 - A gifted English learner can use stores of knowledge to solve problems and generalize learning to other areas to show relationships among apparently unrelated ideas. Their creativity may extend to the arts or be exhibited primarily in group collaboration, since precociousness and individualism can be seen as disrespectful in some cultures.
- At or above grade level in math
 - Since math is highly symbolic, even gifted English learners who are at the beginning levels of English proficiency can sometimes significantly outperform their peers in math.

Characteristics Related to Culture and Social Behavior:

- Navigates appropriate behaviors successfully within both cultures
 - A gifted English learner understands behaviors expected in both the heritage and the new culture and navigates appropriate behaviors successfully within both cultures.
- Social maturity
 - A gifted English learner demonstrates a global sense of community and respect for cultural differences.
- Strong sense of pride of his/her own culture
 - Gifted English learners respect traditional cultural and linguistic patterns and value oral tradition and history of the native culture.

Texas State Plan for the Education of Gifted Students



Pursuant to Section 29.123 of the Texas Education Code (TEC), the Texas State Plan for the Education of Gifted Students forms the basis of Gifted and Talented services and accountability. Districts are accountable for services as described in the “in compliance” column of the Texas State Plan where performance measures are included for five aspects of GT services: student assessment, service design, curriculum and instruction, professional development, and family and community involvement. The state plan also offers standards for “recommended” and “exemplary” performance as viable targets for districts seeking excellence in gifted services.

McAllen ISD aligns the Gifted and Talented program to the Texas State Plan for the Education of Gifted Students.

SECTION 1: FIDELITY OF SERVICES

School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.

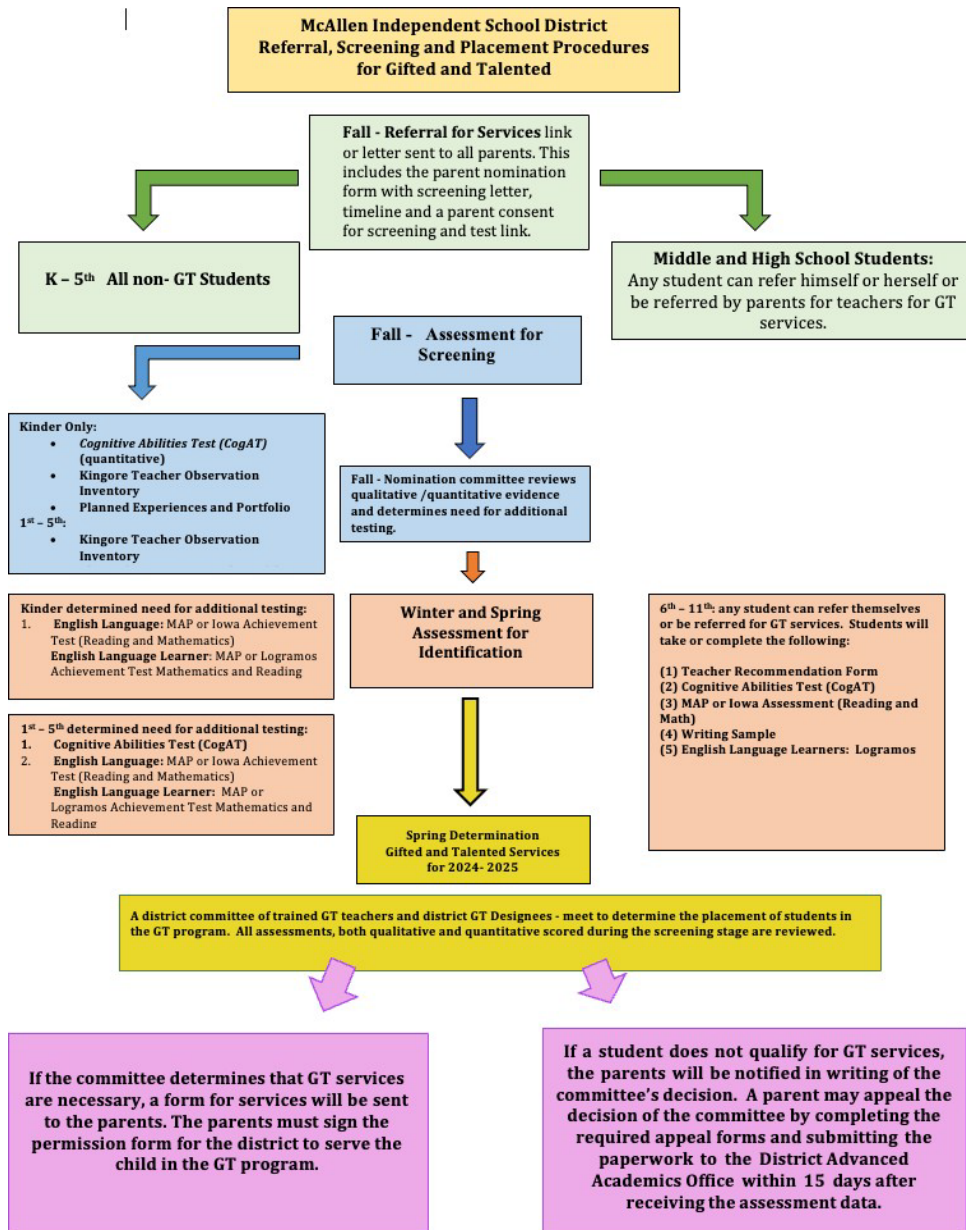
- The district complies with the Texas Education Agency gifted/talented accountability standards and monitors the effectiveness of assessment and services for gifted/talented students.
- Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.
- To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding. Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.
- McAllen ISD has a guide describing all gifted/ talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.

SECTION 2: STUDENT ASSESSMENT

MCALLEN ISD GIFTED/TALENTED IDENTIFICATION PROCEDURES AND PROGRESS MONITORING ALLOW STUDENTS TO DEMONSTRATE DEVELOP THEIR DIVERSE TALENTS AND ABILITIES

GIFTED AND TALENTED GENERAL IDENTIFICATION PROCEDURES AND PROCESSES

McAllen Independent School District Board of Trustees has approved the identification procedures and processes for Gifted and Talented Program services for students K-11. These procedures meet state requirements (§29.121 & TAC 89.1) and have been designed to ensure the identification of any student who demonstrates educational need for the services of the program under the established guidelines.



**Gifted and Talented Program Identification Timeline
Kindergarten – 5th Grade
2023-2024**

Student GT Referral Window	
Sept. 5, 2023	Parent GT Referral Letter
Oct. 30, 2023 – Dec. 8, 2023	Teacher Observation (Kindergarten – 5)
Sept. 11 - Oct. 27, 2023	Parent Observation (Kindergarten – 5)
Oct. 2 - Nov. 30, 2023	Cognitive Abilities Testing for Kindergarten All kindergarten students will complete the CogAT assessment during this window.
Student GT Evaluation Window	
Jan. 9 - Feb. 29, 2024	Assessments for students meeting criteria begin. MAP Growth Reading MAP Growth Mathematics
Jan. 9 - Feb. 29, 2024	Assessments for students meeting criteria begin. CogAT – 1 st -5 th Grade
Student GT Identification Window	
Feb. – Mar. 2024	Kindergarten Parent Notification Letters Notification of assessment results and GT placement
March 1, 2024	Services Begin for Newly GT Identified Kindergarten Students
No later than May 6, 2024	1st - 5th Grade Parent Notification Letters Notification of assessment results and GT placement
2024-2025 School Year	Services Begin for Newly GT Identified 1st-5th grade students

** Calendar may be revised due to unforeseen events*

McAllen ISD
Gifted and Talented Assessments Used
2023-2024

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Middle / HS School
CogAT Level 5/6 40 minutes	CogAT Level 7 40 minutes	CogAT Level 8 40 minutes	CogAT Level 9 30 minutes	CogAT Level 10 30 minutes	CogAT Level 11 30 minutes	CogAT 6th-Level 12 7 th -8 th Level 13/14
MAP Growth MPY Reading and Math Approx. 40 minutes	MAP Growth MPY Reading and Math Approx. 40 minutes	MAP Growth MPY Reading and Math Approx. 40 minutes	MAP Growth MPY Reading and Math Approx. 40 minutes	MAP Growth MPY Reading and Math Approx. 40 minutes	MAP Growth MPY Reading and Math Approx. 40 minutes	MAP Growth MPY Reading and Math Approx. 40 minutes
MAP Español Lectura y Matemáticas Aprox. 40 minutos	MAP Español Lectura y Matemáticas Aprox. 40 minutos	MAP Español Lectura y Matemáticas Aprox. 40 minutos	MAP Español Lectura y Matemáticas Aprox. 40 minutos	MAP Español Lectura y Matemáticas Aprox. 40 minutos	MAP Español Lectura y Matemáticas Aprox. 40 minutos	MAP Español Lectura y Matemáticas Aprox. 40 minutos

GT PROGRAM SERVICES OVERVIEW

NOMINATION – ASSESSMENT – RECOMMENDATION FOR SERVICE

McAllen Independent School District provides service to students who perform or show the potential for performing at a remarkably high level of academic accomplishment when compared to others of the same age, experience, or environment. Students who show a need for service are students who need academic enrichment beyond that which is offered in a regular classroom setting.

The recommendation for services consists of three phases:

1. Referral
2. Assessment
3. Recommendation for Services

Referral for Services

All kinder – fifth grade students are automatically considered for gifted and talented services each year. In grades 6 – 11 gifted and talented referrals may be submitted by:

- the students themselves
- teachers
- parents,
- any person familiar with a student’s abilities, potential, performance, and/or past records

Referrals are based on evidence of high-level reasoning ability and/or the development of unique products that demonstrate unusual or advanced academic ability.

Elementary Referral and Identification Overview: Phase 1 - Teacher and Parent Referral (nomination)

To refer a student the teacher will complete 2 qualitative assessments during class:

- (1) **“Teacher Observation”** (elementary) Teachers observe students for a period of six weeks and collect data using the *Kingore Observation Inventory (KOI)*. The Inventory enables teachers to look for students’ response patterns over time and is a research-based method to allow teachers to document their insights about their students. Students are scored from 0 – 99%. ***A qualifying score is determined by the committee to be above the 90th percentile. This assessment is for referral for additional testing.***

- (2) **“Parent Observation”** (elementary) Parents observe students for a period of six weeks and collect data using the *Kingore Observation Inventory (KOI)*. The Inventory enables parents to look for students’ response patterns over time and is a research-based method to allow parents to document their insights about their students. Students are scored from 0 – 99%. ***A qualifying score is determined by the committee to be above the 90th percentile. This assessment is for referral for additional testing.***

Phase 2 –Assessments

Students' academic needs for Gifted and Talented services is measured using assessments that provide all students an opportunity to demonstrate their talents, intelligences, and diverse abilities (*Texas State Plan for the Education of the Gifted/Talented Students (TSP) Section 1*).

The criteria used to assess students is appropriate for each area of giftedness served and ensures the fair assessment of students with special needs, such as the culturally different, emerging bilingual, the economically disadvantaged, and students with disabilities. There are three quantitative assessments.

Quantitative Assessments

- | | |
|---------------------------|--|
| (1) Abilities Assessment: | Cognitive Abilities Assessment (CogAT) |
| (2) Reading Assessment: | MAP Growth Middle of Year |
| (3) Math Assessment: | MAP Growth Middle of Year |

The prior referral and assessment information, including percentiles and/or scores, is compiled on a student profile and is used to identify the student's strengths.

Phase 3 - Recommendation for Services through the Selection and Placement Committee

Recommendation of students for gifted and talented services is based on review of three sources of data gathered during the referral process (teacher observation) and the three assessments (CogAT/ Reading Assessment/Math Assessment)

A committee of trained educators in gifted and talented education reviews qualifying scores on the assessments.

General Procedures of the Recommendation and Placement Committee:

The Gifted and Talented Selection and Placement Committee, consisting of at least three district educators (Campus teachers/Principal/Assistant Principal/Instructional Coach/GT Coordinator/ Director/Counselor) makes the recommendation of students for services designed for the gifted and talented program.

The members of the committee are briefed in administrative procedures, FERPA, confidentiality and are up to date on their Gifted and Talented hours as delineated in the Texas Administrative Code (19TAC§ 89.2(1) (TPSP 1.71R)

The committee will make a balanced examination of all assessment data collected through the district's gifted/talented assessment process during a blind process (no name/identifiers). Additional data beyond that collected through the district's standard gifted and talented assessment process are considered, as needed, by the selection committee in making identification decisions to make the decision. (TSP 1.7.2E) As the committee evaluates data on the students nominated, the committee has three options:

1. The profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted and Talented program as an identified Gifted and Talented student who shows gifted characteristics in all categories or as a high achiever "cluster" student who shows gifted characteristics in most categories.

2. There is insufficient evidence in the documentation at this time indicating the Gifted and Talented program would best meet the student’s educational needs. The preponderance of evidence indicates the student’s educational needs is best be served by the regular curriculum.
3. Further information is requested by the committee to make a qualification decision.

Once the identification process is complete, the Director of Advanced Academics certifies the process and the recommendations and proceeds in sending notices to the parents. Parents or guardians are notified of the Gifted and Talented committee’s decision via U.S. mail within ten -fifteen school days.

Parents of all screened students may request a conference to examine their child’s assessment results. Requests are made to the student’s home campus.

Secondary Referral and Identification Procedures Overview

Phase 1 - Teacher Referral

To refer a student the teacher will complete

1. Teacher Observation Form (middle school only)
2. Parent Observation Form

Phase 2 – Quantitative Assessment

Students’ needs for Gifted and Talented services occurs using assessment instruments that provide all students an opportunity to demonstrate their talents, intelligences, and diverse abilities (*Texas State Plan for the Education of the Gifted/Talented Students (TSP) Section 1*). The criteria used to assess students is appropriate for each area of giftedness served and ensures the fair assessment of students with special needs, such as the culturally different, bilingual, the economically disadvantaged, and students with disabilities.

There are three assessments.

Quantitative Assessments

- | | |
|---------------------------|--|
| (1) Abilities Assessment: | Cognitive Abilities Assessment (CogAT) |
| (2) Reading Assessment: | MAP Growth Middle of the Year |
| (3) Math Assessment: | MAP Growth Middle of the Year |

Screening information, including percentiles and/or scores from assessment instruments, is compiled on a student profile and is used to identify the student’s strengths.

Phase 3 - Recommendation for Services through the Selection and Placement Committee

Recommendation of students for gifted and talented services is based on review of four sources of data gathered during the screening process. The four sources of data are:

- Teacher Observation Inventory
- Parent Observation Inventory
- Cognitive Abilities Assessment (CogAT)
- MAP measures in math and reading in languages the child understand predominantly.

General Procedures of the Recommendation and Placement Committee

The Gifted and Talented Selection and Placement Committee, consisting of at least three district educators (Campus teachers/Principal/Assistant Principal/Instructional Coach/GT Coordinator/ Director/Counselor) makes the recommendation of students for services designed for the gifted and talented program.

The members of the committee are briefed in administrative procedures and are up to date on their Gifted and Talented hours as delineated in the Texas Administrative Code (19TAC§ 89.2(1) (TPSP 1.71R)

The committee makes a balanced examination of all assessment data collected through the district's gifted/talented assessment process during a blind process (no name/identifiers). Additional data beyond that collected through the district's standard gifted and talented assessment process are considered, as needed, by the selection committee in making identification decisions to make the most appropriate decision. (TSP 1.7.2E) As the committee evaluates the data on the students nominated, the committee has three options:

1. The profile data indicates the student exhibits educational need and would benefit from the services offered in the Gifted and Talented program as an identified Gifted and Talented student who shows gifted characteristics in all categories or as a high achiever "cluster" student who shows gifted characteristics in most categories.
2. There is insufficient evidence in the documentation at this time indicating the Gifted and Talented program would best meet the student's educational needs. The preponderance of evidence indicates the student's educational needs would best be served by the regular curriculum.
3. Further information is requested by the committee to make a qualification decision.

Once the identification process is complete, the Director of Advanced Academics reviews the process and the recommendations. Principals and parents/guardians are notified of the Gifted and Talented committee's decision via U.S. mail within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. Requests should be made through the student's home campus.

Phase 4: Consent to Serve Elementary and Middle School

Each student's family newly identified, will receive a consent for services form. Forms must be signed by parents or guardians, collected at the campus, and returned to advanced academic services.

In either elementary or secondary – a goldenrod colored identification form will be sent to the campus, along with the GT testing profile for inclusion in the student's permanent folder. This goldenrod form is carried in the permanent folder designating that the student is identified gifted and talented and in need of service.

Gifted and Talented Allowable Testing Accommodations
CogAT/Iowa/Logramos/MAP
504/Special Education IEP/English Learner/Visual or Physical Impairment

Accommodations refer to a change in the procedures for administering an assessment. The accommodation is intended to reduce as much as possible the effect of the students' characteristics that interfere with performance during testing. Testing accommodations do not change the nature of the test, accommodations support the student in taking the test.

Accommodations are based on a student's current MISD IEP, 504 plan or language of instruction.

MISD GIFTED AND TALENTED SERVICES RECONSIDERATION PROCESS

ALL GRADE LEVELS

By law and local policy, a process is established that allows for a student not qualifying for services to submit a written request (appeal) for reconsideration. This request is an appeal to the committee to review additional academic information regarding mental abilities and/or academic achievement in reading/mathematics/science/social studies. The additional academic information been compiled by the parents, the student, teachers, or other advocates for the student. The request is considered by the selection committee. The decision will be based on the student's GT testing profile plus additional information presented to the committee by the family, teacher etc.

Reasons a Parent Might Submit an Appeal

- **Illness during testing** with documentation of the illness
- **Emotional duress** during testing due to family crisis
- **Testing irregularity** – an inequitable or inappropriate application during the testing process is alleged or documented accommodations were not provided.
- **Substantial additional academic evidence** – parent or guardian has substantial academic evidence to introduce the committee, that when added to existing information creates a compelling preponderance of the evidence regarding the students' need for program services.

To assist parents, MISD has set up the following guidance:

- Parents/Guardian/Teacher or student submit a letter stating in detail the reasons the selection committee should consider for revisiting the qualification for services.
- Parents/Guardian/Teacher or student should obtain additional support letter(s) from the student's teachers, stating rationale for revisiting the student's qualification for services.
- Parents/Guardian/Teacher or student should also submit a portfolio of supporting academic achievement or cognitive ability evidence such as additional student work, essays, reading lists, drawings. This work must be different from the work scored in the student's portfolio. Any additional information will help the Appeal Committee make the best educational decision for each student. The additional evidence should support the claim being made regarding the appeal.
- All supporting evidence, along with the appeal letters, can be placed into a large envelope that is labeled with

- 1) Student Name,
- 2) School,
- 3) Teacher,
- 4) Grade,
- 5) Parent Name,
- 6) Address and
- 7) Telephone Number

- Drop off this Appeal **no later than the established dates** to the Advanced Academic Services Office located at 2200 Tamarack Avenue, McAllen, TX 78501. (Portable 78)

The Committee will respond to parents by written correspondence from the Advanced Academic Services Department

MCALLEN ISD GIFTED AND TALENTED TRANSFER PROCEDURES 2023-2024

Public School Districts

Districts across the Texas and the nation have varying procedures and processes for determining the need for Gifted and Talented services based on their own GT service model.

As students enroll in McAllen ISD from other public-school districts, the data from the previous school district must be evaluated to determine the need for gifted services in McAllen ISD. Parents must indicate previous GT identification on the campus enrollment form. Please forward any and all GT documentation to GT Testers nicole.sanchez@mcallenisd.net and diana.carillo@mcallenisd.net at Advanced Academic Services. We will contact the sending district and request official documents, and they will contact the parent to schedule testing. Our number is 956-618-6059.

You can let a parent know when a student identified as gifted and talented by a previous school district transfers into the district, the student's records shall be reviewed, and additional data may be collected as needed to determine if services provided by the Gifted and Talented Program are appropriate. Students may be requested to sit through GT CogAT and MAP Growth Assessments.

A selection committee consisting of District Advanced Academic Services personnel and educators from the receiving school's Gifted and Talented Program shall review all collected data and decide within 10 days of the student's enrollment in the district.

TRANSFERS NEW TO THE DISTRICT NOT PREVIOUSLY IDENTIFIED (Private School or Home School)

When a student transfers into McAllen ISD and requests Gifted and Talented services by placement into a GT Classroom, please direct the family to MISD Advanced Academics for summer testing. The deadline for summer testing is August 18, 2023. After this time, at campus discretion, students may be clustered and participate in GT testing during the school year.

Please TEAMS or email, GT Testers nicole.sanchez@mcallenisd.net and diana.carillo@mcallenisd.net at Advanced Academic Services. We will contact the parent to schedule testing. Our number is 956-618-6059.

FURLOUGH AND EXIT PROCEDURES

A furlough allows a student to take a “leave of absence” from the Gifted and Talented program for specified reasons, and for a designated period without being exited from the program.

- The parent/guardian of the student may request a furlough.
- A furlough may be recommended by the campus due to the student’s unsatisfactory performance within the structure of the Gifted and Talented program.
- The principal *must* have a conference with the student and/or parents to document the need for the furlough. Written communication *must* be provided to parents.
- A Gifted and Talented Furlough form must be completed and must specify the length of time requested. District policy prohibits furloughs longer than one consecutive year.
- While on furlough, the student’s progress shall be monitored on a regular basis by a Gifted and Talented teacher using a variety of methods.
- At the end of the furlough period, the student’s progress shall be reassessed, and the student may reenter the Gifted and Talented program, be exited from the program, or be placed on another furlough if the length of the first furlough was less than one year.

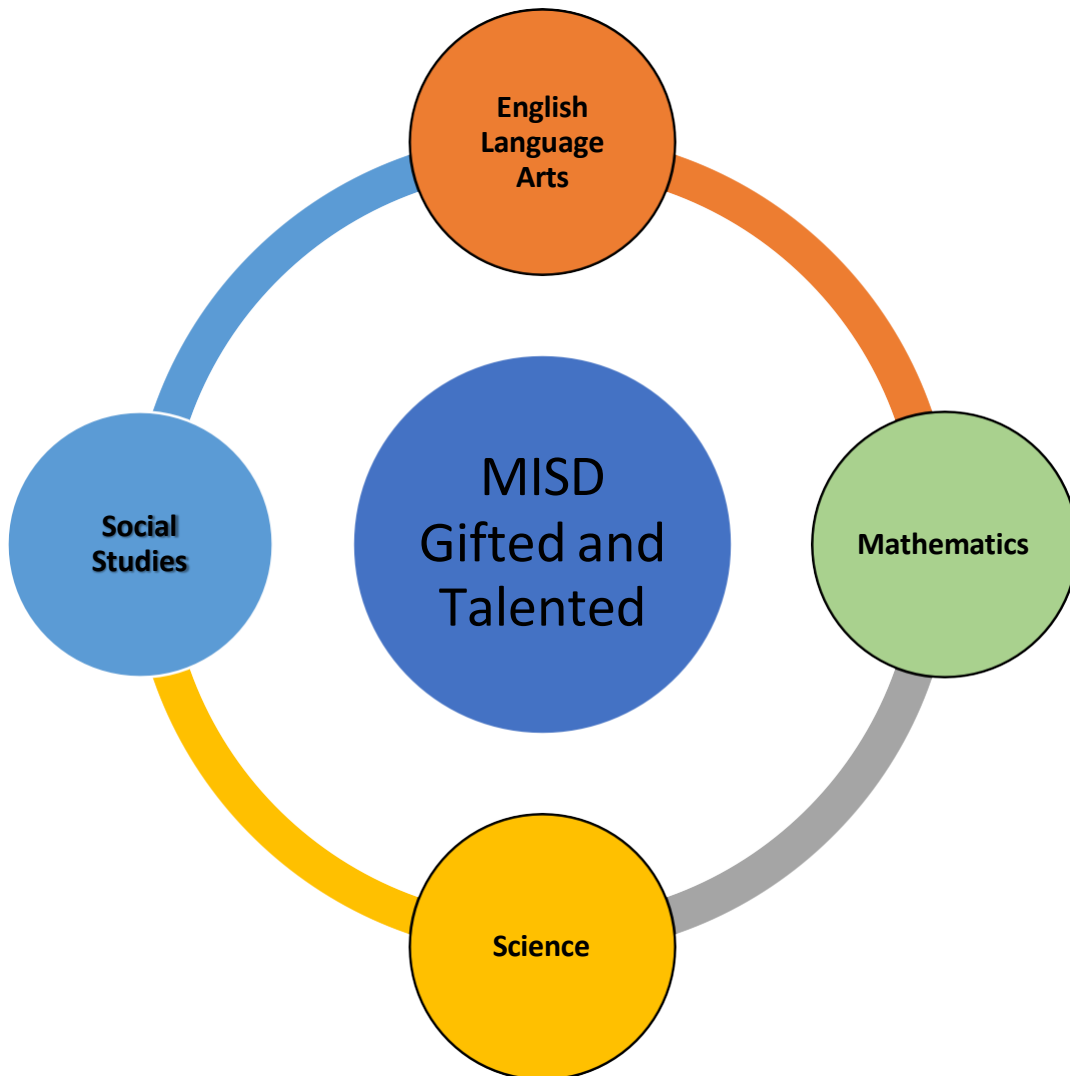
Exit Provisions

Students who have participated in the District’s Gifted and Talented program shall continue in the program unless their performance is not commensurate with expected abilities of Gifted and Talented students. A student may be removed from the program at any time the Campus Furlough Committee has had a conference with the student and/or the parent and has documented the use of established exiting procedures.

SECTION 3

GIFTED AND TALENTED SERVICE DESIGN

MCALLEN ISD PROVIDES A FLEXIBLE SYSTEM OF VIABLE SERVICE OPTIONS PROVIDES A RESEARCH-BASED LEARNING CONTINUUM THAT IS DEVELOPED AND CONSISTENTLY IMPLEMENTED THROUGHOUT THE DISTRICT TO MEET THE NEEDS AND REINFORCE THE STENGTHS AND INTERESTS OF GIFTED/TALENTED STUDENTS.



Elementary Service Design

Cluster Grouping

Grouping Gifted and Talented students together provides opportunities to work with cognitive peers. Identified students in grades 1 – 8 are cluster grouped with Gifted and Talented trained teachers. Cluster grouping places a select number of Gifted and Talented students together for instruction in four core subjects alongside high achievers.

The Gifted and Talented-trained teacher adapts the curriculum and environment for their Gifted and Talented learners with strategies such as:

- Curricular compacting with the use of curricular alternatives,
- Lesson Differentiation to increase depth and complexity, and
- Texas Performance Standards Project (TPSP)
- Novel Units in Language Arts
- Independent Research
- Development of professional products
- Accelerated Mathematics in middle school
- Advanced Math in middle school

Instructional Grouping for GT Students

- When G/T students are provided services in the regular classroom, they must be provided with opportunities to work together within that classroom during core subject instruction (State Plan 3.4).
- All G/T students must be assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four foundation curricular areas throughout the school year (TAC §89.3(1) and (3); State Plan 3.1).
- To ensure successful delivery of differentiated instruction, modification of curricula (State Plan 4.9), access to the opportunities required in State Plan 3.1 and 3.4, and gifted programming consistent with the State Plan, the Commissioner's Advisory Council on the Education of Gifted Students provided input on guidelines for defining a group when G/T students are provided services in the regular classroom.
- To be consistent with the State Plan, a group is composed of gifted students assigned to a classroom where a minimum of 33% or more of the classroom roster is made up of their G/T peers.
- **Alternatively, if fewer students than 33% of a classroom roster are G/T identified in the campus grade level*, to be consistent with the State Plan:**
 - The G/T-identified students in a campus grade level* are placed in one group during core subject instruction.
 - A school district may make alternative grouping assignments with parent permission or when necessary to meet a G/T student's documented instructional needs.
 - G/T services must be delivered in the alternative grouping assignment unless the furlough or exit process has been completed for the student. The rationale for alternative grouping assignments should be described in LEA certification submitted under TEC §29.124.

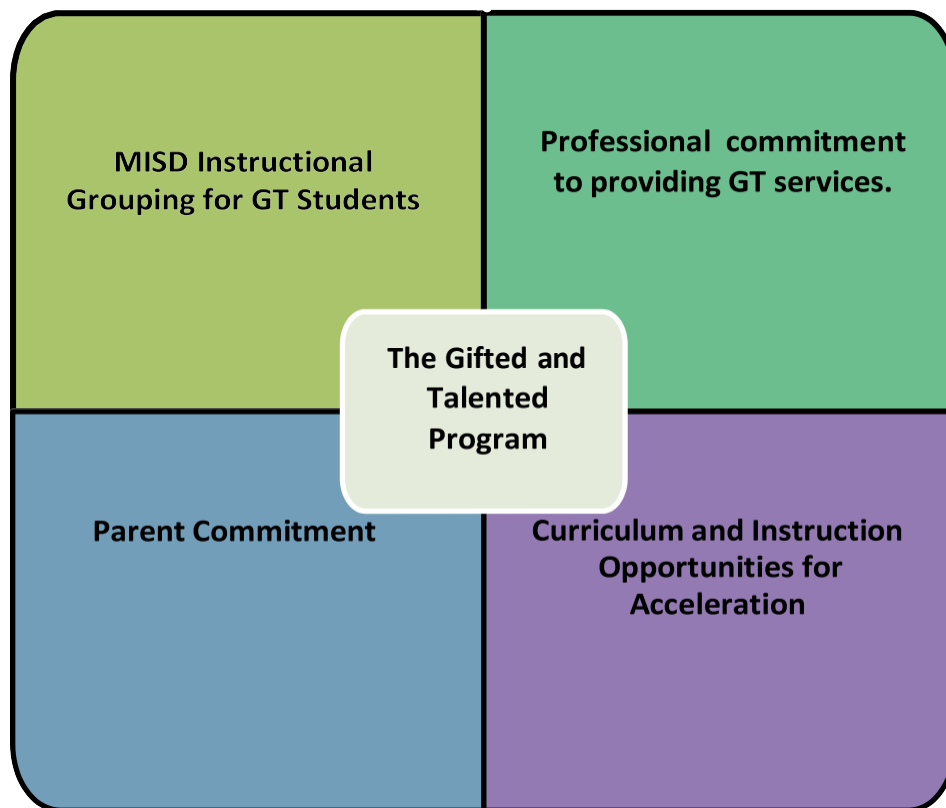
Frequently Asked Question Regarding MISD Gifted and Talented Classroom Grouping

Q: When does a principal have the need for two or more GT classrooms per grade level?

A: When there are **more than 26 identified gifted students** in a grade level, the class can be split.

- Each classroom population will have 50% of the student population identified Gifted and Talented. (13 or more)
- If each classroom does not have 51% or more identified, then the initial class will not be split.
- A highly qualified GT trained teacher is assigned to teach all four core subjects including any reteach and enrichment.
- Teachers, who do not have the GT 30- hour credentials at the beginning of the year, cannot be assigned a GT class.
- Middle School/High School- Students are placed in a GT/Pre-AP/AP/IB.

Number of classrooms per grade level	Total number of GT in grade level	Classroom combination to maintain 51% or more
2 classes. 25:1	26 or more GT	13 GT 12 Cluster
2 classes 26:1	28 or more GT	14 GT 12 Cluster
2 classes 28:1	30 or more GT	15 GT 13 Cluster
3 classes 25:1	39 or more GT	13 GT 12 Cluster
3 classes 26 :1	42 or more GT	14 GT 12 Cluster
3 classes 28:1	45 or more GT	15 GT 13 Cluster
4 classes 28:1	60 or more GT	15 GT 13 Cluster



Parent Commitment

Parents are important to the success of the gifted and talented program:

- Support GT teachers through assistance for students with homework, class work and assignments.
- Communicate with your child’s teacher, read the weekly newsletter, monitor district, campus, and classroom websites.
- Communicate questions or concerns immediately with the classroom teacher first and then the campus administration.
- Volunteer or assist in other areas of the school such as the library or office, if available.
- Be inclusive and supportive of all the students in the classroom.
- Become knowledgeable in campus and district-level educational plans, priorities, goals, and objectives.
- Network with other parents, teachers, and community members as an advocate for all students in the school.
- Monitor your child’s academic progress via Skyward Family Access.
- Schedule meetings with your child's teachers to discuss your child's strengths and weaknesses, personal goals, indicators of academic growth, and any means for parental support.

Professional Commitment (Teacher)

- Complete 30 professional hours of state mandated training in gifted education or 6-hour GT update.
- Attend and participate in all GT Program grade-level updates.
- Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.
- Ensure GT learners participate in an independent project each year.
- Communicate with your students' parents via email, newsletter, conferences, and phone calls.
- Integrate Depth and Complexity.
- Maintain passion about gifted education and gifted learners.
- Classroom teachers meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.
- Products and achievements of gifted/talented students are shared with the community.
- Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.
- Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.
- Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.

Professional Commitment (Principal/Assistant Principal)

- Complete 6 - 12 professional hours of state mandated training in gifted education.
- Support classroom teachers meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.
- Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.
- Support acceleration requests from parents - Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).
- Host Gifted and Talented Program parent meeting and updates.
- Ensure teachers and counselors receive training and attend all GT program updates.
- Provide opportunities for parental engagement and involvement throughout the year.
- Monitor classroom instructional arrangements.
- Products and achievements of gifted/talented students are shared with the community.
- Scheduling modifications are implemented to meet the identified needs of individual students.

Professional Commitment (Counselor)

- Complete professional hours of state mandated training (nature and need of the gifted and talented, service options and social emotional learning).
- Develop and implement services to address the social and emotional needs of gifted/ talented students and their impact on student learning.

Curriculum and Instruction and Opportunities for Acceleration

Classroom teachers meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

- **Content** - what the student needs to learn, grade level content, or enriched content in the four core subjects.
- **Process** - modifying the learning to add in rigor, such as open-ended questions that stimulate inquiry, exploration, discovery, research; Add in components which allow students to be self - directed learners; allow for flexible pacing and choice in the process which the student engages to comprehend and master the content. The learning experiences allow students to develop skills in the development of advanced-level products and performances.
- **Product** - culminating projects and performances that allow students to present what they have learned in rigorous ways.
- **Learning Environment** – flexible grouping, allowing gifted students to work together and independently. Structuring the class for inquiry, research, exploration, development of advanced level products.

Acceleration

- **Acceleration is a recommended service option** for gifted students. Especially highly gifted students can exhibit extremes in asynchronous development. Single-subject acceleration helps districts address the “appropriately challenging” requirement (State Plan 3.3,4.9 and State Plan Glossary).
- Districts must provide “opportunities to accelerate in areas of strength” for GT-identified students in grades K-12 (19 TAC §89.3(4); (State Plan 4.5)). The process of identifying “strengths” for purposes of 19 TAC §89.3(4) and determination of eligibility for these acceleration opportunities are left to local districts to decide. Acceleration should allow students to move ahead in the curriculum without requiring them to repeat content the following year (see State Plan Glossary for Acceleration definition).
- **Credit by Examination:** Districts must also permit acceleration through the Credit by Examination process for all students, regardless of GT identification (19 TAC §74.24). The process and criteria for qualifying for full-grade acceleration in grades K-5 and both single-subject and full-grade acceleration in grades 6-12 are specified in the statute. Section 74.24 does not prohibit additional acceleration placements made according to 19 TAC §89.3(4), and §74.24(5) specifically provides flexibility in acceleration assessment and placement.
- Subject acceleration for GT students in grades K-5: Because 19 TAC §89.3(4) is separate from the Credit by Examination statute, specifically applies to GT-identified services, and specifies acceleration in “areas of strength,” districts should develop a process for identifying GT students as candidates for single- subject acceleration in grades K-5 and facilitating acceleration in “areas of strength,” per statute.

CREDIT BY EXAM FOR ACCELERATION (EFA)

[Exams for Acceleration \(EFA\)](#) are offered to students in grades K- 12 who request to demonstrate proficiency in a grade level or course in which they have not previously been enrolled. Accelerated Exams for End-of-Course (EOC) subjects including English I, English II, Algebra I, Biology, and U.S. History are available. The EFA is only for students with NO PRIOR INSTRUCTION. The Assessment department is responsible for all Acceleration Exams

Kindergarten Acceleration

(EHDC Legal) A district shall develop procedures for kindergarten acceleration that are approved by the board. **(EHDC Local)** In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate District Personnel.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the principal and Superintendent.

Grades 1 – 5

(EHDC Legal) A district shall accelerate a student in grades 1–5 only one grade level if the student meets the following requirements:

1. The student scores 80 percent or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies.
2. A district representative recommends that the student be accelerated; and
3. The student's parent or guardian gives written approval of the acceleration.

Grades 6 – 12

(EHDC Legal) A district shall give a student in grades 6–12 credit for an academic subject in which the student has received no prior instruction if the student scores:

1. A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course.
2. A scaled score of 50 or higher on an examination administered through the College-Level Examination Program (CLEP) and approved by the board for the applicable course; or
3. Eighty percent or above on any other criterion-referenced test approved by the board for the applicable course.

Curricular Compacting

After showing a level of proficiency in the standard curriculum, a student may be allowed to exchange instructional time for other learning experiences. These learning experiences should provide greater depth and complexity to challenge and engage the student in the same content and TEKS.

Accelerated Courses

In middle school, students can take high school courses in mathematics. Students in high school can take Advanced Placement courses, International Baccalaureate or Dual Credit courses. These courses provide the opportunity to earn college credits, which may be applied to a degree plan once enrolled in college.

SECTION 4 CURRICULUM AND INSTRUCTION
MCALLEN ISD MEETS THE NEEDS OF GIFTED/TALENTED STUDENTS BY MODIFYING THE
DEPTH, COMPLEXITY, AND PACING OF THE CURRICULUM AND INSTRUCTION
ORDINARILY PROVIDED BY THE SCHOOL

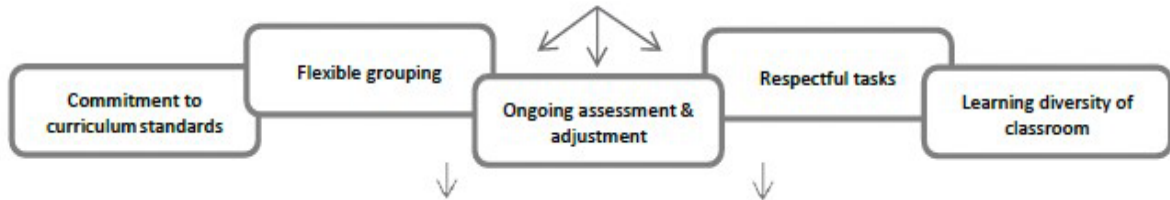
- 4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).
- 4.2 Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.
- 4.3 A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).
- 4.4 Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.
- 4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).
- 4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.
- 4.7 Scheduling modifications are implemented in order to meet the identified needs of individual students.
- 4.8 Provisions to improve services to gifted/ talented students are included in district and campus improvement plans (TEC §§11.251- 11.253).
- 4.9 Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.

Differentiation

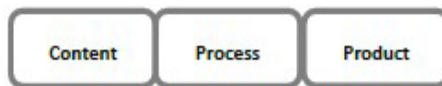
The following flow chart depicts the various means of differentiation as published by the U.S. Department of Education (Tomlinson & Allen, 2010, p. 3):

Differentiated Instruction for Gifted & Talented

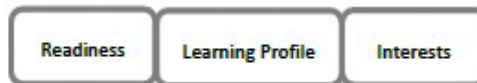
Is a teacher's response to learner's needs by using general principles of differentiation such as:



Teachers can differentiate depth and complexity within:



According to a student's:



In addition to differentiation, teachers providing Gifted and Talented services are expected to elevate instruction and assessment to include student responses that require learners to analyze, evaluate, and create original thought.

Sophisticated Learning Products

- The Texas Performance Standard Project (TPSP) is designed to provide learning experiences and research opportunities for GT students and has been implemented at the elementary and middle school level in McAllen ISD.
- Projects are based on the Texas Essential Knowledge and Skills (TEKS) and focus on the core areas with interdisciplinary connections.
- Students can present their projects at the end of the year at a campus Gifted and Talented Showcase and possibly at the District Gifted and Talented Showcase.

Elementary GT classes enhance curriculum with research, independent projects, above grade level reading and mathematics. In middle school, enhancement of the curriculum for the gifted learner occurs in the GT classes, Pre-Advanced Placement (Pre-AP) Math classes or International Baccalaureate (IB) Programme strategies. In high school, students may choose from among a variety of advanced classes, such as Pre-Advanced Placement, Advanced Placement, International Baccalaureate Middle Years or IB Diploma Programme. Students may also enroll in college courses that award high school credit through MISD partnerships with UTRGV, STC Dual Enrollment Academy or Achieve Early College High School.

At all grade levels, trained GT teachers provide a continuum of learning experiences that are articulated intellectual, artistic, creative, and/or leadership activities and opportunities built upon one another each year a student is in school. Instruction should be seamless and vertically aligned to achieve the state goal of developing advanced-level products and/or performances (State Plan 4.3 and State Plan Glossary).

At DeLeon Middle School and Lamar Academy the International Baccalaureate student-centered inquiry-based strategies are utilized to teach the curriculum.

A state requirement for all identified gifted students is the completion of independent projects, products and/or performances in each year of the program. In McAllen, this requirement extends to all students who demonstrate gifted and talented potential (high achievers/advanced learners). Teachers are allowed discretion in guiding students to use the Texas Performance Standards Project, Independent Investigations Method or other independent research that demonstrates student learning through the creation of a product, presentation and question and answer session.

SECTION 5 PROFESSIONAL LEARNING

ALL MCALLEN ISD PERSONNEL INVOLVED IN THE PLANNING, CREATION, DELIVERY AND ADMINISTRATION OF SERVICES TO GIFTED/TALENTED STUDENTS POSSESS THE KNOWLEDGE REQUIRED TO DEVELOP AND PROVIDE DIFFERENTIATED PROGRAMS AND SERVICES

Gifted Education Standards

The state of Texas also possesses a set of specific standards for teachers of the Gifted and Talented. These seven standards are as follows:

- Standard I. The teacher of Gifted and Talented students understands and applies knowledge of the historical, legal, and conceptual foundations of gifted education.
- Standard II. The teacher of Gifted and Talented students has comprehensive knowledge of the cognitive, social, and emotional characteristics and needs of these students.
- Standard III. The teacher of Gifted and Talented students understands and applies knowledge of assessment issues relevant to Gifted and Talented students, including identification, diagnosis, and evaluation.
- Standard IV. The teacher of Gifted and Talented students understands and applies knowledge of systematic program and curriculum design.
- Standard V. The teacher of Gifted and Talented students creates a learning environment that reflects research-supported instructional practices.
- Standard VI. The teacher of Gifted and Talented students collaborates and communicates with students and parents/guardians; colleagues and administrators; professionals in business, industry, and universities; and the public to support the education of Gifted and Talented students.

- Standard VII. The teacher of Gifted and Talented students fulfills professional roles and responsibilities and understands legal and ethical issues relevant to the education of these students. (Gifted and Talented Standards)

Teacher Requirements

- Teachers who provide instruction and services that are a part of the district’s defined G/T services are required to receive a minimum of 30 clock hours of professional development before their G/T assignment. This 30-hour training must include.
 - nature and needs of G/T students,
 - identification and assessment of G/T students’ needs,
 - curriculum and instruction for G/T students.
- Teachers must complete the 30-hour training within one semester of their G/T assignment.
- All teachers who provide instruction and services that are a part of the district’s defined services program for G/T students must receive a minimum of six hours of annual professional development in G/T education that is related to state teacher education standards (TAC §89.2(3); TAC §233.1; State Plan 5.6).
- The annual update should be based on individual teacher needs related to the district’s G/T program services’ objectives. The six-hour update intends to provide G/T students teachers with training that will enable the teacher to differentiate and adjust the depth, complexity, and pacing of lessons to meet the needs of G/T students. (State Plan 5.6) The teacher and his/her supervisor may collaboratively decide based on the needs identified in campus and district improvement plans (TAC §89.2(3); State Plan 5.4).
- “G/T certified” refers to a teacher who has obtained the G/T Supplemental Certificate available through the State Board of Educator Certification after successfully challenging the G/T TExES Supplemental Exam. This certificate alone, however, does not qualify a teacher to teach gifted students in Texas. It must be accompanied by the 30- hour foundational G/T training required by TAC §89.2.
- A teacher with the appropriate 30-hour training but without the supplemental certificate is considered G/T trained (TAC §89.2 and State Plan 5.1).
- If Pre-AP/AP or IB classes serve as the mode of delivery for G/T students’ services, teachers must have the required 30-hour foundational G/T training. Substitutions from the College Board’s five-day summer institute or IBO training may be made for part of the curriculum and instruction component of the 30-hour foundational G/T training. However, the teacher would still require training in G/T students’ nature and needs, identification, and assessment of G/T students’ needs, and differentiated instruction (State Plan 5.1).
- District requirements for considerations for accepting, approving, and designing G/T professional learning:
 - The basic 30-hour G/T training should be provided by an expert in gifted education who, at the very least, is an experienced, trained (according to TAC 89.2) G/T teacher. Professional development providers should have passed the [G/T TExES](#) or advanced degree in Gifted Education.
 - When developing a six (6) hour G/T update training, it should meet some or all the following criteria:
 - Designed specifically to prepare teachers to meet the needs of gifted students.
 - Designed specifically to provide teachers with content knowledge above and beyond that gained in a typical undergraduate teacher-preparation program.
 - Designed based on identified needs either of the district or G/T students
 - Designed to increase understanding of nature and needs of G/T students

- Provided by an expert in gifted education
- Provided by an expert (practitioner-level) in the content area
 - G/T Training should align with the [G/T Standards](#) approved by the State Board of Educator Certification.

Administrator and Counselor Requirements

- Administrators and educational leaders who have authority for service decisions for G/T students are required to receive six hours of professional development that includes nature and needs of G/T students and service options for G/T students (TAC §89.2(4); State Plan 5.8 and 5.9).
- Counselors who have authority for service decisions for G/T students are required to receive six hours of professional development that includes nature and needs of G/T students, service options for G/T students, and social & emotional needs of G/T students (TAC §89.2(4); State Plan 5.8 and 5.9).
- Any campus or district-level administrator (including the superintendent) or counselor who has authority to make scheduling, hiring, and/or program decisions should also have the six hours of training (TAC §89.2(4); State Plan 5.8 and 5.8).

Foundational Training Requirements (30 Hours) Option I: Elementary/Secondary Teachers

Teachers of identified gifted students must complete the required training before the first instructional day of teaching identified gifted students. MISD utilizes TAGT on Demand Online Training Modules. Contact your principal for log on and password details.

Gifted and Talented Core Area Strands	Hours Required
Nature and Needs of Gifted Students	6
Social and Emotional Needs of Gifted Students	6
Developing Creative Thinking	6
Differentiation of Curriculum	6
Screening, Assessment, and Identification	6

Option II: Pre-AP/AP and MYP/DP Teachers

Teachers of identified gifted students must complete the required before the first instructional day of teaching identified gifted students.

Gifted and Talented Core Area Strands	Hours Required
Nature and Needs of Gifted Students	6
Social and Emotional Needs of Gifted Students	6
Developing Creative Thinking	6
Any AP or IB training that is related to content	6
Screening, Assessment, and Identification	6

Counselors and Administrators

Administrators and counselors who have authority for program decisions (including scheduling, advising, and especially serving on the Campus Nomination Committee) must have a minimum of 6 hours of professional development that includes:

- Nature and Needs of Gifted Students
- Program Options for GT Students

Gifted and Talented 6-Hour Update Requirements

Texas law requires teachers receive 30 hours training in gifted education to be eligible to teach gifted; in addition, teachers must receive six hours training yearly to maintain that eligibility. The update hours may be completed in any strand or assigned academic content. Districts are allowed discretion in determining the approval of sessions for 6- hour GT Updates.

SECTION 6 FAMILY/COMMUNITY INVOLVEMENT THE DISTRICT INVOLVES FAMILY AND COMMUNITY MEMBERS IN SERVICES DESIGNED FOR GIFTED/TALENTED STUDENTS THROUGHOUT THE SCHOOL YEAR

Parent Awareness Session

For McAllen ISD to be consistent with the Texas State Plan, an annual parent meeting is required (State Plan 6.3). School districts are required to provide certain information to parents. This includes informing parents of the array of learning opportunities available for G/T students in kindergarten to Grade 12 (State Plan 6.5) and disseminating written policies on student identification to parents (State Plan 6.1). Orientation and periodic updates are provided for students' parents identified for and provided G/T services (State Plan 6.7).

GT Parent Advisory (Advanced Academics Advisory Council)

The McAllen ISD Advanced Academics Advisory Council is an extension of the Gifted and Talented Department. The AAAC provides insight, support, and encouragement to the Gifted and Talented Department and the McAllen ISD Gifted and Talented community to facilitate the continuous improvement and success of the Gifted and Talented program. Members of the Advanced Academic Advisory Council are parents or guardians of children identified for Gifted and Talented services in McAllen ISD. Members may serve up to three years per campus as determined by the principal. Campus administrators also serve on the committee.

The committee will meet up to four times/ school year.

Section 7 Glossary
Frequently Used Terms in Gifted Education
(National Association of Gifted Children, 2023)

Ability Grouping	Class or group assignment based on observed behavior or performance. Ability grouping is not the same as tracking.
Accelerated Learning	A strategy of progressing through education at rates faster or ages younger than the norm.
Accountability	Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes.
Advanced Level Products	Learning artifacts that showcase high level, rigorous instruction and learning often associated with student research and/or performance.
Advanced Placement	A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas. (Note Individuals interested in policies related to earning college credit should contact the college or university of their choice for specifics.)
Affective Curriculum	Curriculum that focuses on personal/social awareness, and includes the study of values, attitudes, and self.
Aptitude	An inclination to excel in the performance of a certain skill.
Asynchrony	A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.
At-Risk	A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out.
Authentic Assessment	Evaluating student learning through the use of student portfolios, performance, or observations in place or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real world tasks, such as a scientific experiment to demonstrate understanding of the laws of motion.
Bloom's Taxonomy	Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis, and evaluation.
Brainstorming	Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.
Cluster Grouping	A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are clustered in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.

Cognitive Ability	Brain-based skills we need to carry out any task from the simplest to the most complex. They have more to do with the mechanisms of how we learn, remember, problem-solve, and pay attention, rather than with any actual knowledge.
Concurrent or Dual Enrollment	Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. Dual credit results in college and high school credit. Concurrent enrollment results in college credit only. The terms may also be used to refer to middle grade students taking high school courses and earning credit towards graduation.
Cooperative Learning	An instructional method that allows students to work in small groups within the classroom, often with a division of assignment of several specific tasks or roles. This group strategy allows students to practice working in a group and taking leadership roles. However, when gifted students participate in cooperative learning groups intentionally clustered by mixed ability students, special care must be taken to differentiate tasks appropriately.
Creativity	The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.
Criterion- Referenced Testing	An assessment that compares a student’s test performance to their mastery of a body of knowledge or specific skill rather than relating their scores to the performance of other students.
Curriculum Compacting	After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.
Differentiation	Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.
Enrichment	Activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting.
Flexible Grouping	An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.
Gifted and Talented Students	The federal Elementary and Secondary Education Act defines gifted and talented students as “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” [Title IX, Part A, Definition 22. (2002)] Many states and districts follow the federal definition.
Heterogeneous Grouping	Grouping students by mixed ability or readiness levels in a heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels

McAllen ISD Board Policy

A district shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. Under this provision, a district may establish a shared services arrangement with other districts.

A district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.

Education Code 29.122

Definition

"Gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

1. Exhibits high performance capability in an intellectual, creative, or artistic area;
2. Possesses an unusual capacity for leadership; or
3. Excels in a specific academic field.

Education Code 29.121

Identification

Students shall be identified as gifted/talented in accordance with a written policy that includes:

1. Provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in Education Code 29.121.
2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students.
3. Data and procedures designed to ensure that students from all populations in a district have access to assessment and, if identified, to services provided for the gifted/talented program.
4. Provisions for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

19 TAC 89.1

**Learning
Opportunities**

A district shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
2. A continuum of learning experiences that leads to the development of advanced-level products and performances.
3. In-school, and when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year.
4. Opportunities to accelerate in areas of strength.

19 TAC 89.3

Note: See DMA(LEGAL) for training requirements for teachers of gifted and talented education.

RESOURCES FOR TEACHERS AND PARENTS

Websites

[Texas Education Agency Twice-Expectational Learners www.txgifted.org](http://www.txgifted.org) (Texas Association for the Gifted and Talented) www.nagc.org (National Association for Gifted Children) www.sengifted.org (Supporting Emotional Needs of the Gifted)

www.hoagiesgifted.org (Hoagies Gifted Education Page – Many book/article referrals)

www.cec.sped.org (Council for Exceptional Children)

www.ditd.org (Davidson Institute for Talent Development)

www.giftedguru.com (Lisa Van Gemert, educator, professional speaker, and mom of gifted kids)

Evidence of Giftedness by Dr. Bertie Kingore

- Asynchronous or uneven development which causes difficulty in relating to self or others
- Perfectionism-Becoming an expert in a single topic before moving on, persistent
- Curiosity- asking questions, taking objects apart, repeating activities in a different way
- Advanced Conceptualization- Ability to think abstractly, do analogies, use more attributes
- Leadership- Organizes and lead activities, prefers the company of adults
- Sense of Humor- Sees humor in situations that others do not, enjoys riddles and jokes
- Unusual memory and avid interest in a variety of topics
- Sensitivity- notices things that other children do not

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Weinfeld, R., Jeweler, S., Barnes-Robinson, L., & Shevitz, B. (2006). *Smart kids with learning difficulties: Overcoming obstacles and realizing potential*. Waco, Texas: Prufrock Press.

2023-2024 Bilingual & ESL Program Models

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Bilingual Early Exit Program Model

- Goal: Students successfully participate in all English instruction alongside their native English-speaking peers.
- Instruction in student's primary language (L1) decreases as the student becomes proficient in English until the student is ready to reclassify as an English proficient student (not earlier than 3 years).
- McAllen ISD follows the district's [Time and Treatment](#) in the BEE classes (see visual on the right).

McAllen Independent School District
Bilingual Time and Treatment
Transitional Early-Exit Program

2023-2024																							
PreK			Kinder			First			Second			Third			Fourth			Fifth					
B	I	A	B	I	A	B	I	A	B	I	A	B	I	A	B	I	A	B	I	A			
SLA	SLA	Pre LAS 4-5 = Non-EL (BEE)	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA	SLA	SLA	ELA
ESL	ESL		ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD	ESL	ESL	SLD
Mate	Mate/Math		Mate	Mate/Math	Math	Mate	Mate/Math	Math	Mate/Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math
ES	ES/SS		ES	ES/SS	SS	ES	ES/SS	SS	ES	ES/SS	SS	ES	ES/SS	SS	ES	ES/SS	SS	ES	ES/SS	SS	ES	ES/SS	SS
CIE	CIE/SCI		CIE	CIE/SCI	SCI	CIE	CIE/SCI	SCI	CIE/SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI	SCI
PE	PE		PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE

SLA = Spanish Language Arts/Artes del Lenguaje ES = Estudios Sociales CIE = Ciencias Mate=Matemáticas SLD=Spanish Literacy Development
 ELA = English Language Arts SS = Social Studies SCI =Science Math=Mathematics PE=Physical Education/Music ESL=English as a Second Language
Note: Linguistically accommodated instruction must be implemented in all areas taught in English (TEKS+ELPS) through Sheltered Instruction.

Language Proficiency Levels

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	BEGINNER	INTERMEDIATE	ADVANCED
PK	preLAS 1-2	preLAS 3	preLAS 4-5
Kinder	preLAS 1-2	preLAS 3	preLAS 4-5
1st-5th	TELPAS Composite BEG	TELPAS Composite INT	TELPAS Composite ADV/AH

Dual Language Program Models

Dual Language Programs at McAllen ISD

- **Goal:** Students become fully proficient in both the partner language and English.
 - An emergent bilingual student can reclassify as English proficient and continue participating in the dual language program.
- **One-Way Dual Language:**
 - Students from one language group (emergent bilingual students) learn in two languages.
 - Instruction is provided in English and Spanish (we start with 80/20 in PK-1st until they reach 50/50 in 2nd grade)
- **Two-Way Dual Language:**
 - Students from two language groups (emergent bilingual and English proficient students) learn in two languages.
 - Instruction is provided in English and Spanish.

*Additional information

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McAllen ISD

DUAL LANGUAGE ENRICHMENT PROGRAM



Goal

Dual language enrichment program provides literacy and content instruction to students through two languages while promoting bilingualism, biliteracy, grade-level academic achievement, and multicultural appreciation for all students. We offer one-way and two-way dual language enrichment programs.

DL Campuses

Fields Elementary
Gonzalez Elementary
Jackson Elementary
McAuliffe Elementary
Milam Elementary
Perez Elementary
Sanchez Elementary
Fossum Middle School
Achieve Early College High School

Contact

Transportation: Provided to all MSD transfer students participating in the dual language program, call (956) 652.3211

Student Outreach: Request a transfer if your home campus does not offer dual language and want for your child to participate, call (956) 687.6475

Bilingual/ESL/FL: If you have any questions about the dual language program, call (956) 618.7338

Current Course Pathway

	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th
ELAR	native language only	native language only	native language only	English	English	English	English	English	English	English
SLAR	native language only	native language only	native language only	Spanish	Spanish	Spanish	Spanish ("obtain Span I)	SLAR (best Span I)	Span II or Span II	Span II or Span III
MATH	English	English	English	English	English	English	English	English	English	English
SCI	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
SS	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	English	English

*Students can obtain a Spanish I credit if they meet set criteria.

High School

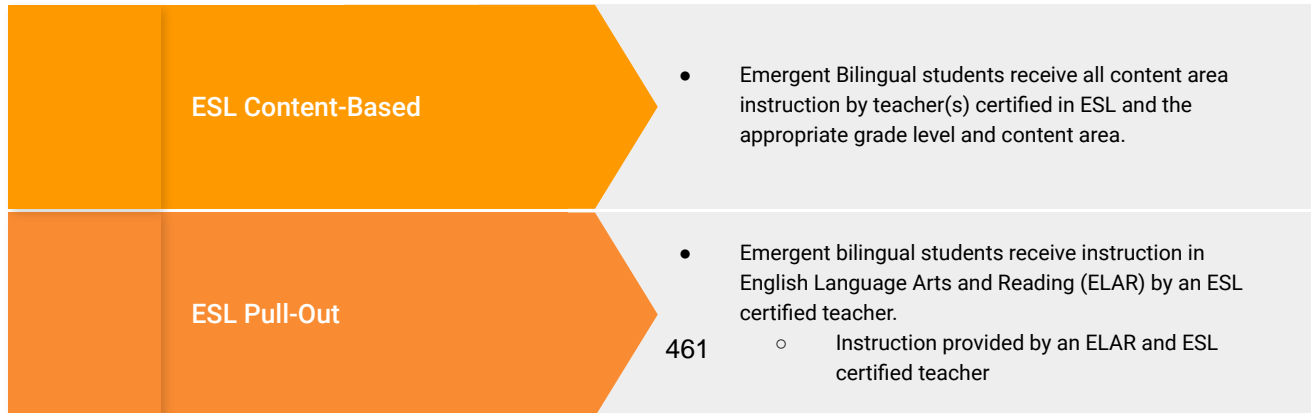
Achieve Early College High School offers the four-year dual language enrichment program in which students take two courses per academic year in Spanish (the partner language), a Spanish course and a core content area or elective course.

Spanish Courses: Cine y Cultura, AP Spanish Language and Culture, AP Spanish Literature and Culture, College Spanish, Spanish for Native/Heritage Speakers, courses vary based on availability and teacher certification.

Core Content Area or Elective Courses in Spanish: Courses vary based on availability and teacher certification.

English as a Second Language (ESL)

- Goal: the goal is for emergent bilingual students to attain full proficiency in English in order to participate equitably in school.
- Instruction is delivered in English with sheltered instruction support to make content comprehensible.



Thank you!



ACCOUNTABILITY

Christian Quintanilla, Director

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MCALLEN ISD

VISION:

The McAllen Independent School District (MISD) is a multicultural community in which students are enthusiastically and actively engaged in the learning process. Students demonstrate academic excellence in a safe, nurturing, and challenging environment enhanced by technology and the contributions of the total community.

MISSION:

The mission of the McAllen Independent School District is to educate all students to become lifelong learners and productive citizens in a global society through a program of educational excellence utilizing technology and actively involving parents and the community.



MCALLEN⁺
INDEPENDENT SCHOOL DISTRICT

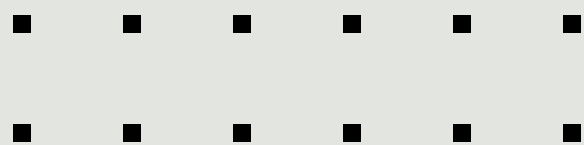


MCALLEN⁺



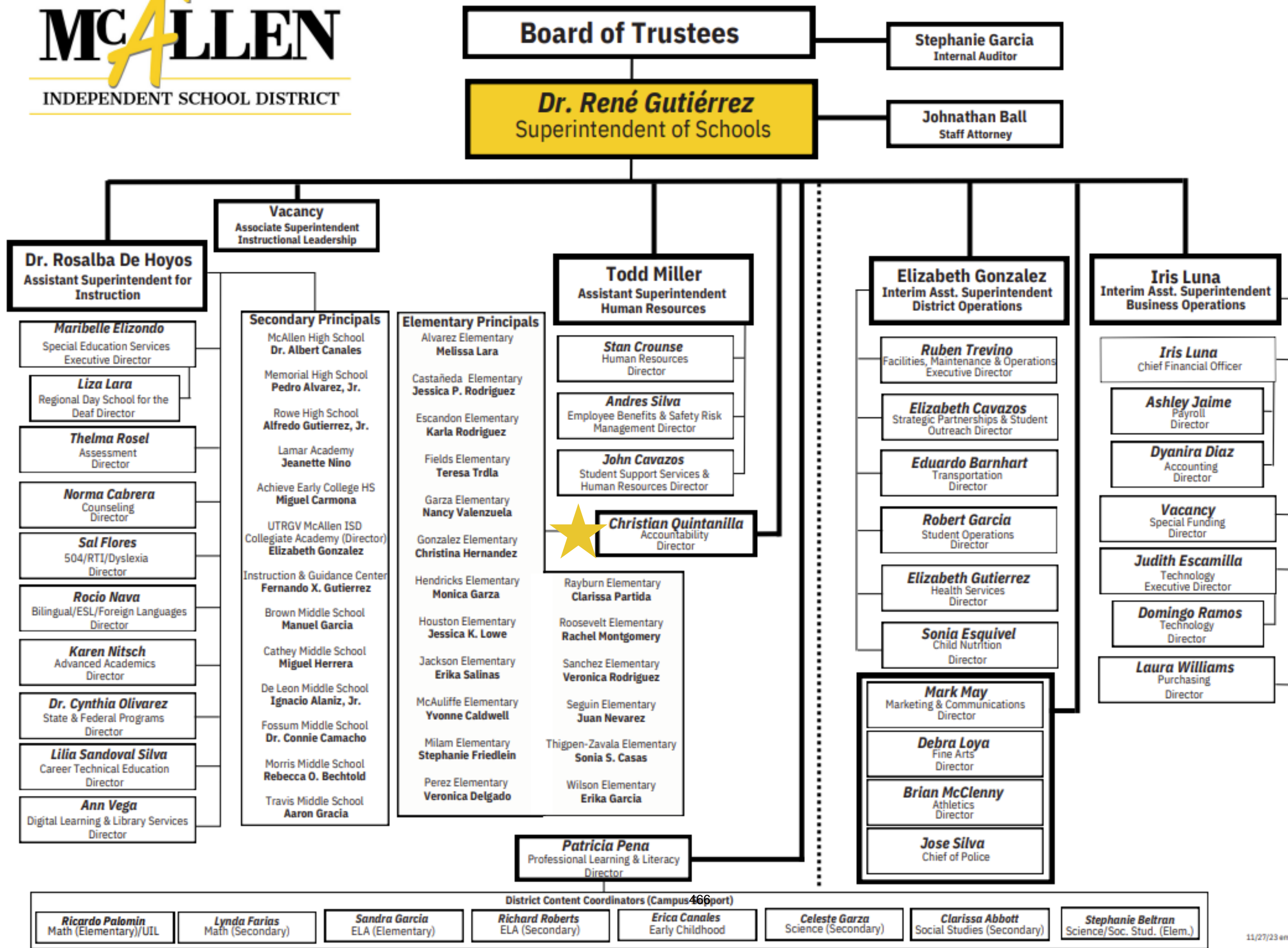
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- 4 A-F ACCOUNTABILITY OVERVIEW**
- 5 SUPERVISION OF ELEMENTARY PRINCIPALS**





2023-2024 Organizational Chart



OUR BEST TEAM



Christian Quintanilla

Director



Claudia Mora

Secretary

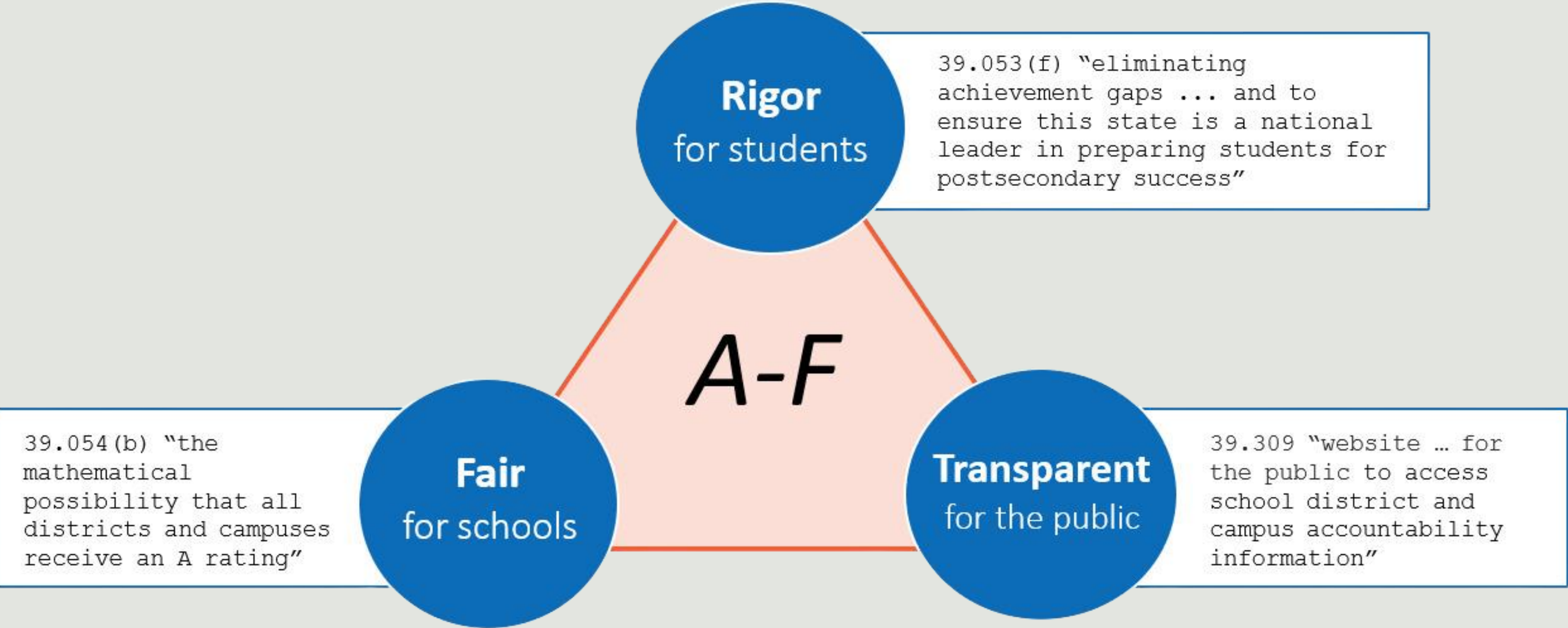
A-F Accountability is a tool to help us meet continuously improved goals for children.

A-F ACCOUNTABILITY OVERVIEW

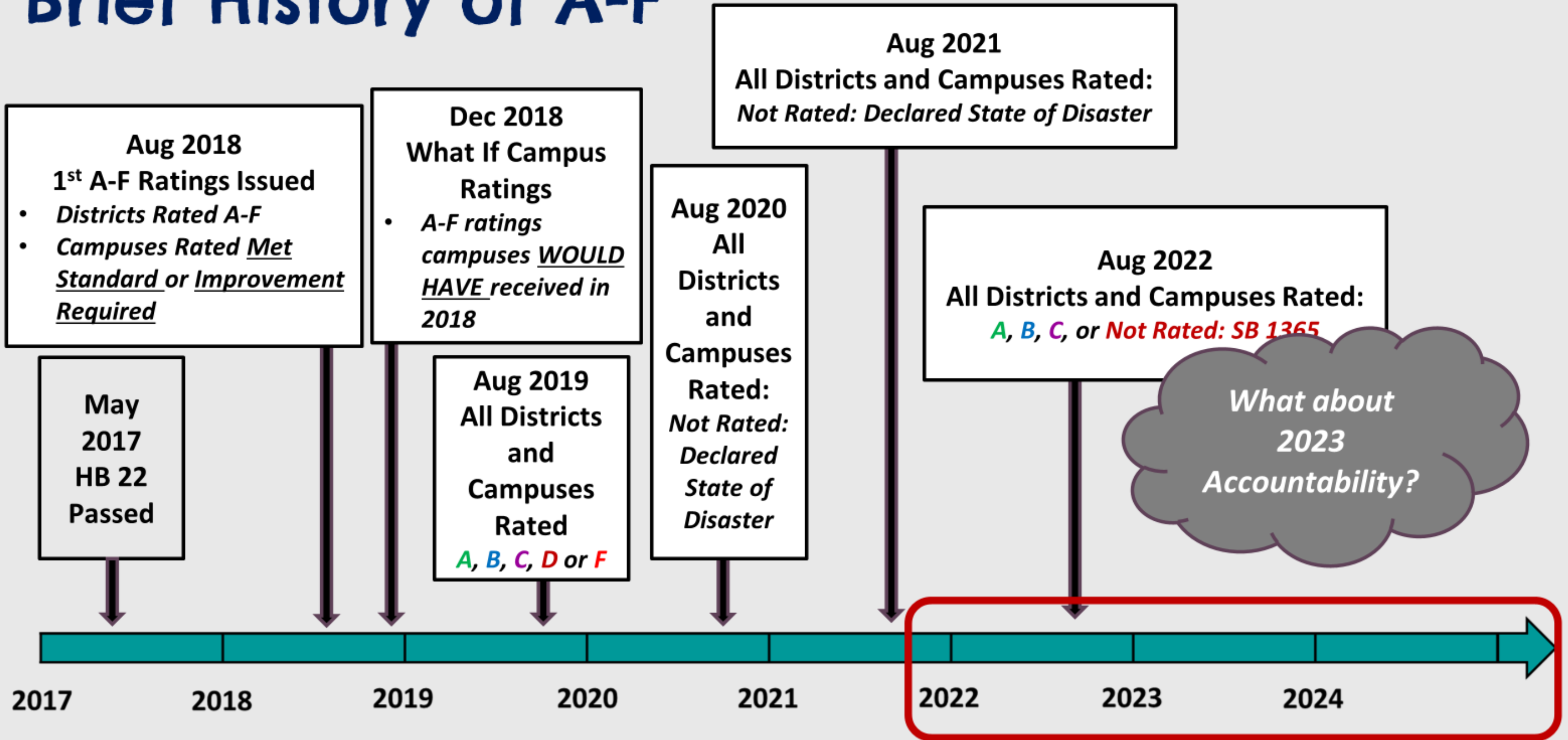
39.053(f)...In consultation with educators, parents, and business and industry representatives, as necessary, the commissioner shall establish and modify standards to **continuously improve student performance** to achieve the goals of **eliminating achievement gaps** based on race, ethnicity, and socioeconomic status and to ensure this state is a national leader in **preparing students for postsecondary success**.

Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a difficult but **critical task for education leaders**.

BALANCING MULTIPLE OBJECTIVES



Brief History of A-F





Lawsuit Update

October 10th

Temporary Injunction Hearing

October 13th

Deadline for TEA to amend its Motion to Dismiss

October 20th

Deadline for Plaintiffs and Intervenors (i.e., the school districts that are participating in the lawsuit) to file their Response to TEA's Motion to Dismiss

Soon after October 20th

Judge Catherine Mauzy to issue her decision

October 26th

Temporary Injunction Granted: TEA Temporarily Prohibited from Issuing 2023 A-F Accountability Ratings

**ACCOUNTABILITY
UPDATES**

2023 ACCOUNTABILITY MANUAL

- [10/31/2023 TAA Letter: 2023 Accountability Manual](#)

Final [2023 Accountability Manual](#) released by TEA on October 31, 2023

The *2023 Accountability Manual* was officially adopted as a FINAL Rule effective November 14, 2023

This year's *Accountability Manual* also incorporates all information related to RDA, which was previously published in a separate rule. District RDA reports will be published in TEAL on **November 16**. Public publication of RDA with determination level descriptors will come approximately one month later. The RDA report release schedule is not subject to change pending judicial rulings.

Similarly, Comprehensive, Targeted, and Additional Targeted Support designations under federal accountability will be issued on **November 16**, as noted in the final rule. The release of designations under federal accountability is not subject to change pending judicial rulings. Of note: the alignment between federal and state accountability systems that was established in 2017 under the A-F system may be impacted by judicial rulings or special session legislation related to accountability. Additional information related to required actions under federal accountability will be provided in subsequent correspondence.

Final 2023 Accountability Manual

The final [2023 Accountability Manual](#), which provides the framework and rules for the refreshed accountability system, is available. Chapters 1–12 have been adopted. The public comment period on the proposed rule opened May 19, 2023, and closed June 20, 2023. Six changes were made from the proposed Manual to the final Manual based on public comment and related analysis:

- **School Progress Domain, Part A:** The Score Cut Points table and the Closing the Gaps Domain Score Cut Points table have been changed to align with the update to set School Progress Domain cut points using a baseline of student growth from the 2018–19 school year.
- **Closing the Gaps Performance Targets tables for both Growth: RLA and Growth: Math components:** The targets (2023 Target, Next Interim Target, Long Term Target for each student group, for all campus types) have been updated to align with the update to set baselines using student growth from the 2018–19 school year.
- **Alternative Education Accountability (AEA) STAAR Methodology:** Within Domain 1, the STAAR methodology for AEA campuses has been updated to better reflect the intention of AEA Taskforce recommendations.
- **Minimum Indicators for Student Achievement Domain Score: STAAR Component Only:** Within Domain 3, the minimum number of indicators were reduced from four to three to allow campuses with only one lowest performing racial/ethnic group to be evaluated.
- **English Language Proficiency:** Within Domain 3, progress in TELPAS Writing is now allowed to count towards the current calculation.
- **Identification of Schools for Improvement:** Additional Targeted Support (ATS) campuses will be identified based on student groups' performance relative to the cut point established for Comprehensive Support and Improvement (CSI) campus identification (bottom 5% of Title I schools' Closing the Gaps Scale Scores, by school type).

Background on A–F Refresh

During the past two years, TEA has engaged in an extensive process to gather input and feedback from thousands of Texas educators, superintendents, school board members, parents, community and business leaders, legislative staff, and other groups from across the state to understand how changes affect school systems in order to develop an accountability framework that ensures Texas is a national leader in preparing students for postsecondary success.



2023 Accountability Manual

for Texas Public School Districts and Campuses

A-F ACCOUNTABILITY SYSTEM

- A = scaled score 90–100
- B = scaled score 80–89
- C = scaled score 70–79
- D = scaled score 60–69
- F = scaled score ≤59

Better of Achievement or Progress: 70%

30%



Domain 1
Student Achievement



Domain 2
School Progress

Part A
Academic Growth

Part B
Relative Performance



Domain 3
Closing the Gaps

Distinctions

School Improvement

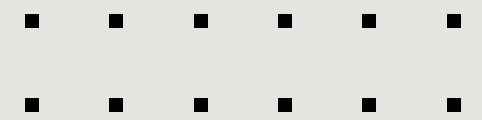
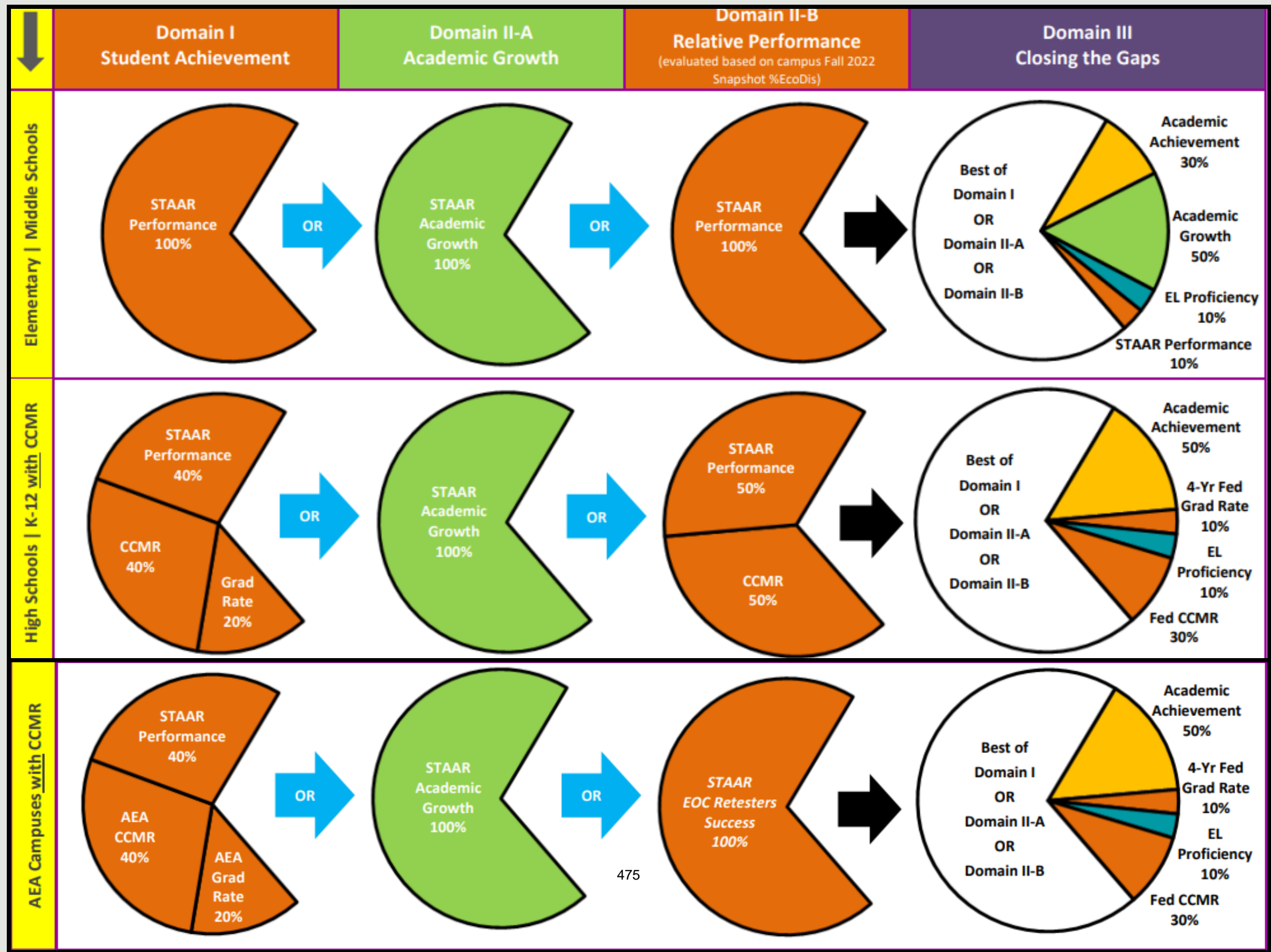


A-F ACCOUNTABILITY SYSTEM

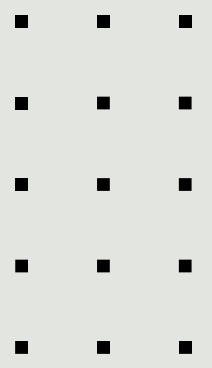
ELEMENTARY & MIDDLE SCHOOL

Traditional HS

LAMAR OPTIONS



MCALLEN ISD PRELIMINARY RATING



2023 McAllen ISD Rating Calculations (Preliminary)

Domain 1		Domain 2A		Domain 2B		Domain 3		Overall Final Score	Overall Letter Grade
Student Achievement		Academic Growth		Relative Performance		Closing the Gaps			
Overall Scale Score	Letter Grade	Overall Scale Score	Letter Grade	Overall Scale Score	Letter Grade	Overall Scale Score	Letter Grade		
84	B	75	C	88	B	86	B	87	B

HIGH SCHOOL PRELIMINARY RATINGS

2023 High School Rating Calculations (Preliminary)

Campus	D1: STAAR Performance (40%)		D1: CCMR (40%)		D1: Graduation Rate (20%)		Domain 1 Overall Final Score	D1 Letter Grade	Domain 2A		D2A Letter Grade	Domain 2B				Domain 2 School Progress Score	D2B Letter Grade	Domain 3 Closing the Gaps								D3 Letter Grade	Overall Final Score	Overall Letter Grade			
	Raw	Scaled	Raw	Scaled	Raw	Scaled			Academic Growth	STAAR Relative Performance (50%)		CCMR Relative Performance (50%)	Relative Performance	Indicators Met	Indicators Eligible			Indicators Met	Indicators Eligible	Indicators Met	Indicators Eligible	Indicators Met	Indicators Eligible	Overall Raw	Overall Scaled						
																													Raw	Scaled	Raw
McHi	52	79	83	85	99.2	95	85	B	63	62	D	52	85	83	85	85	85	B	17	32	12	16	3	4	12	16	64	82	B	84	B
Memorial	53	80	78	80	99.1	95	83	B	66	67	D	53	90	78	81	86	86	B	22	32	13	16	3	4	12	16	73	89	B	87	B
Rowe	55	83	99	99	100	100	93	A	72	77	C	55	90	99	99	95	95	A	21	32	13	16	4	4	16	16	81	93	A	94	A
Achieve	78	95	100	100	100	100	98	A	74	80	B	78	95	100	100	98	98	A	24	24	12	12	4	4	12	12	100	100	A	99	A
Lamar	42	90	73	93	98.4	90	91	A											11	16	11	12	4	4	9	12	76	96	A	93	A

MIDDLE SCHOOL PRELIMINARY RATINGS

2023 Middle School Preliminary Overall Rating Calculations

CAMPUS	Domain 1		D1 Letter Grade	Domain 2A		D2A Letter Grade	Domain 2B		D2B Letter Grade	Domain 3								D3 Letter Grade	Overall Final Score	Overall Letter Grade		
	Student Achievement			Academic Growth			Relative Performance			Close the Gaps												
	Raw Score	Scale Score		Raw Score	Scale Score		Raw Score	Scale Score		ACADEMIC ACHIEVEMENT (30%)		ACADEMIC GROWTH (50%)		STUDENT SUCCESS (10%)		ELP (10%)					Overall Raw Score	Overall Scale Score
										Indicator Met	Indicator Eligible	Indicator Met	Indicator Eligible	Indicator Met	Indicator Eligible	Indicator Met	Indicator Eligible					
Brown Middle	41	73	C	63	73	C	41	83	B	16	24	9	24	6	12	0	4	44	74	C	80	B
Cathey Middle	58	88	B	71	82	B	58	91	A	24	32	21	32	12	16	4	4	73	91	A	91	A
De Leon Middle	42	74	C	63	73	C	42	85	B	20	32	14	32	6	16	0	4	45	74	C	82	B
Fossum Middle	60	90	A	73	84	B	60	91	A	25	32	21	32	11	16	4	4	73	91	A	91	A
Morris Middle	65	91	A	74	85	B	65	92	A	28	32	24	32	12	16	3	4	81	93	A	92	A
Travis Middle	38	70	C	64	75	C	38	81	B	14	24	15	24	3	12	3	4	59	81	B	81	B

ELEMENTARY PRELIMINARY RATINGS

2023 Elementary Preliminary Overall Rating Calculations																						
CAMPUS	Domain 1		D1 Letter Grade	Domain 2A		D2A Letter Grade	Domain 2B		D2B Letter Grade	Domain 3								D3 Letter Grade	Overall Final Score	Overall Letter Grade		
	Student Achievement			Academic Growth			Relative Performance			Closeign the Gaps												
	Raw Score	Scale Score		Raw Score	Scale Score		Raw Score	Scale Score		ACADEMIC ACHIEVEMENT (30%)		ACADEMIC GROWTH (50%)		STUDENT SUCCESS (10%)		ELP (10%)					Overall Raw Score	Overall Scale Score
										Indicator Met	Indicator Eligible	Indicator Met	Indicator Eligible	Indicator Met	Indicator Eligible	Indicator Met	Indicator Eligible					
Alvarez EL	43	72	C	62	69	D	43	80	B	17	24	9	24	7	12	4	4	56	78	C	79	C
Castaneda EL	54	82	B	71	80	B	54	86	B	18	24	15	24	9	12	4	4	71	88	A	87	B
Escandon EL	40	69	D	63	70	C	40	76	C	10	24	9	24	3	12	4	4	44	74	C	75	C
Fields EL	38	65	D	60	66	D	38	72	C	0	24	0	24	0	12	4	4	10	56	D	67	D
Garza EL	52	79	C	70	79	C	52	85	B	18	24	18	24	9	16	4	4	76	91	A	87	B
Gonzalez EL	73	93	A	84	92	A	73	91	A	31	32	24	32	12	16	4	4	84	94	A	93	A
Hendricks EL	55	83	B	74	83	B	55	88	B	18	24	18	24	9	12	4	4	78	92	A	89	B
Houston EL	47	75	C	62	69	D	47	83	B	18	24	0	24	9	12	4	4	40	72	C	80	B
Jackson EL	51	78	C	60	66	D	51	87	B	18	24	0	24	9	12	4	4	40	72	C	83	B
McAuliffe EL	48	76	C	73	82	B	48	84	B	9	24	18	24	9	12	4	4	66	84	B	84	B
Milam EL	67	92	A	80	90	A	67	92	A	27	32	24	32	12	16	4	4	80	92	A	92	A
Perez EL	59	89	B	72	81	B	59	86	B	25	32	18	24	12	16	4	4	78	92	A	90	A
Rayburn EL	60	90	A	78	88	B	60	90	A	18	32	18	24	9	16	4	4	70	87	B	89	B
Roosevelt EL	43	72	C	55	59	F	43	80	B	14	24	0	24	7	12	4	4	33	70	C	77	C
Sanchez EL	55	83	B	73	82	B	55	85	B	18	24	18	24	9	12	4	4	78	92	A	87	B
Seguin EL	46	74	C	74	83	B	46	83	B	18	24	18	24	8	12	3	4	74	90	A	85	B
Thigpen-Zavala EL	60	90	A	77	87	B	60	91	A	18	24 ⁴⁷⁹	18	24	9	12	4	4	78	92	A	91	A
Wilson EL	43	72	C	68	76	C	43	80	B	13	24	9	24	7	12	4	4	51	76	C	79	C

DISTRICT RATING-PROPORTIONAL WEIGHING

CDC Number	Campus	Campus Type	Alt Ed	Grade Span	Gr 3-12 Enrollment	Total Enrollment	Domain I				Domain II-A				Domain II-B				Domain III				Overall
							Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enrollment	Proportional Weight*	Campus Scale Score	Proportional Points	Campus Scale Score
'108906001	MCALLEN H S	High School	N	'09-12	2,131	2,131	2,131	13.3%	85	11.8	2,131	14.3%	62	8.9	2,131	14.0%	85	11.9	2,131	13.3%	82	11.4	84
'108906002	MEMORIAL H S	High School	N	'09-12	2,079	2,079	2,079	13.6%	83	11.3	2,079	13.9%	67	9.3	2,079	13.7%	86	11.8	2,079	13.6%	89	12.1	87
'108906005	INSTR/GUID CENTER	High School/K12	N	'06-12	71	71																	
'108906006	ROWE H S	High School	N	'09-12	1,944	1,944	1,944	12.7%	93	11.8	1,944	13.0%	77	10.0	1,944	12.8%	95	12.2	1,944	12.7%	93	11.8	94
'108906007	LAMAR ACADEMY	High School	Y	'09-12	87	87	87	0.6%	91	0.5								87	0.6%	96	0.6	93	
'108906011	ACHIEVE EARLY COLLEGE H S	High School	N	'09-12	411	411	411	2.7%	98	2.6	411	2.7%	80	2.2	411	2.7%	98	2.6	411	2.7%	100	2.7	99
'108906042	TRAVIS MIDDLE	Middle School	N	'06-08	516	516	516	3.4%	70	2.4	516	3.5%	75	2.6	516	3.4%	81	2.8	516	3.4%	81	2.8	81
'108906044	BROWN MIDDLE	Middle School	N	'06-08	585	585	585	3.8%	73	2.8	585	3.9%	73	2.8	585	3.8%	83	3.2	585	3.8%	74	2.8	80
'108906045	MORRIS MIDDLE	Middle School	N	'06-08	1,016	1,016	1,016	6.6%	91	6.0	1,016	6.8%	85	5.8	1,016	6.7%	92	6.2	1,016	6.6%	93	6.1	92
'108906046	DE LEON MIDDLE	Middle School	N	'06-08	800	800	800	5.2%	74	3.8	800	5.4%	73	3.9	800	5.3%	85	4.5	800	5.2%	74	3.8	82
'108906047	CATHEY MIDDLE	Middle School	N	'06-08	819	819	819	5.4%	88	4.8	819	5.5%	82	4.5	819	5.4%	91	4.9	819	5.4%	91	4.9	91
'108906048	MICHAEL E FOSSUM MIDDLE	Middle School	N	'06-08	780	780	780	5.1%	90	4.6	780	5.2%	84	4.4	780	5.1%	91	4.6	780	5.1%	91	4.6	91
'108906101	ALVAREZ EL	Elementary School	N	'EE-05	166	460	166	1.1%	72	0.8	166	1.1%	69	0.8	166	1.1%	80	0.9	166	1.1%	78	0.9	79
'108906106	HOUSTON EL	Elementary School	N	'EE-05	195	377	195	1.3%	75	1.0	195	1.3%	69	0.9	195	1.3%	83	1.1	195	1.3%	72	0.9	80
'108906107	JACKSON EL	Elementary School	N	'EE-05	260	530	260	1.7%	78	1.3			66		260	1.7%	87	1.5	260	1.7%	72	1.2	83
'108906111	MILAM EL	Elementary School	N	'EE-05	362	754	362	2.4%	92	2.2	362	2.4%	90	2.2	362	2.4%	92	2.2	362	2.4%	92	2.2	92
'108906112	WILSON EL	Elementary School	N	'EE-05	186	382	186	1.2%	72	0.9	186	1.2%	76	0.9	186	1.2%	80	1.0	186	1.2%	76	0.9	79
'108906114	FIELDS EL	Elementary School	N	'EE-05	225	480	225	1.5%	65	1.0	225	1.5%	66	1.0	225	1.5%	72	1.1	225	1.5%	56	0.8	67
'108906116	SEGUIN EL	Elementary School	N	'EE-05	245	577	245	1.6%	74	1.2	245	1.6%	83	1.3	245	1.6%	83	1.3	245	1.6%	90	1.4	85
'108906119	ESCANDON EL	Elementary School	N	'EE-05	193	490	193	1.3%	69	0.9	193	1.3%	70	0.9	193	1.3%	76	1.0	193	1.3%	74	1.0	75
'108906120	RAYBURN EL	Elementary School	N	'EE-05	203	492	203	1.3%	90	1.2	203	1.4%	88	1.2	203	1.3%	90	1.2	203	1.3%	87	1.1	89
'108906121	ROOSEVELT EL	Elementary School	N	'EE-05	217	433	217	1.4%	72	1.0	217	1.5%	59	0.9	217	1.4%	80	1.1	217	1.4%	70	1.0	77
'108906122	GARZA EL	Elementary School	N	'EE-05	225	461	225	1.5%	79	1.2	225	1.5%	79	1.2	225	1.5%	85	1.3	225	1.5%	91	1.4	87
'108906123	MCAULIFFE EL	Elementary School	N	'EE-05	183	412	183	1.2%	76	0.9	183	1.2%	82	1.0	183	1.2%	84	1.0	183	1.2%	84	1.0	84
'108906124	GONZALEZ EL	Elementary School	N	'EE-05	375	792	375	2.5%	93	2.3	375	2.5%	92	2.3	375	2.5%	91	2.3	375	2.5%	94	2.4	93
'108906126	CASTANEDA EL	Elementary School	N	'EE-05	220	498	220	1.4%	82	1.1	220	1.5%	80	1.2	220	1.4%	86	1.2	220	1.4%	88	1.2	87
'108906127	BLANCA E SANCHEZ	Elementary School	N	'EE-05	241	514	241	1.6%	83	1.3	241	1.6%	82	1.3	241	1.6%	85	1.4	241	1.6%	92	1.5	87
'108906128	DR PABLO PEREZ	Elementary School	N	'EE-05	271	536	271	1.8%	89	1.6	271	1.8%	81	1.5	271	1.8%	86	1.5	271	1.8%	92	1.7	90
'108906129	LUCILE HENDRICKS EL	Elementary School	N	'EE-05	198	422	198	1.3%	83	1.1	198	1.3%	83	1.1	198	1.3%	88	1.1	198	1.3%	92	1.2	89
'108906130	THIGPEN-ZAVALA EL	Elementary School	N	'EE-05	161	494	161	1.1%	90	1.0	161	1.1%	87	1.0	161	1.1%	91	1.0	161	1.1%	92	1.0	91

DOMAIN 1: STUDENT ACHIEVEMENT



Elementary

- **100% STAAR**



Middle

- **100% STAAR**



High Schools
& K-12s

- **40% STAAR**
- **40% College, Career, Military Ready (CCMR)**
- **20% Graduation Rates**



**College
Ready**

- Meet criteria on AP/IB exams
- Meet TSI criteria (SAT/ACT/TSIA) or complete a college prep course in reading and mathematics
- Complete dual credit course(s) or OnRamps course
- Earn an associate degree
- Graduate under an advanced diploma plan and be identified as a current special education student



**Career &
Military
Ready**

- Earn an industry-based certification after completing a program of study
- Earn a Level I or Level II certificate
- Enlist in the United States Armed Forces or Texas National Guard
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)

DOMAIN 1: STUDENT ACHIEVEMENT PROGRESS MONITORING-HEALTH OF THE INSTRUCTION

Elementary 2023 (STAAR & STAAR ALT 2)																								
Campus	Approaches						Meets						Masters						Diff	Domain I Raw Score	Letter Grade	Domain I Scale Score		
	2022		2023		Diff	2022		2023		Diff	2022		2023		Diff									
	P	T	%	P		T	%	P	T		%	P	T	%		P	T	%						
1001 RLA District	1001	1298	77%	988	1264	78%	1%	700	1298	54%	672	1264	53%	-1%	412	1298	32%	320	1264	25%	-7%	52	C	79%
4th RLA District	1073	1384	78%	1027	1297	79%	1%	787	1384	57%	713	1297	55%	-2%	414	1384	30%	373	1297	29%	-1%	54	B	82%
5th RLA District	1203	1482	81%	1224	1428	86%	5%	932	1482	63%	849	1428	66%	3%	593	1482	40%	573	1428	40%	0%	64	A	91%
ELEM_RLA	3277	4164	79%	3239	3989	81%	2%	2419	4164	58%	2334	3989	59%	1%	1419	4164	34%	1268	3989	32%	-2%	57	B	86%
3rd Math District	918	1299	71%	974	1263	77%	6%	593	1299	46%	605	1263	48%	2%	299	1299	23%	277	1263	19%	-5%	48	C	76%
4th Math District	1037	1380	75%	1002	1294	77%	2%	723	1380	52%	732	1294	57%	5%	417	1380	30%	381	1294	28%	-2%	54	B	82%
5th Math District	1207	1481	81%	1229	1424	86%	5%	799	1481	54%	862	1424	61%	7%	451	1481	30%	357	1424	25%	-5%	57	B	86%
ELEM_MATH	3162	4160	78%	3205	3981	81%	5%	2115	4160	51%	2199	3981	55%	4%	1167	4160	28%	945	3981	24%	-4%	53	B	80%
ELEM_SCIENCE	942	1408	67%	969	1410	69%	2%	555	1408	39%	530	1410	38%	-1%	267	1408	19%	243	1410	17%	-2%	41	C	70%

Campus	3rd Grade RLA		4th Grade RLA		5th Grade RLA		3rd Grade Math		4th Grade Math		5th Grade Math		5th Grade Science		Student Achievement	D 1 Letter Grade
	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Letter Grade		
Alvarez	54	B	46	C	42	C	48	C	46	C	45	C	22	F	43	F
Castaneda	56	B	61	A	61	A	52	C	60	A	56	B	37	D	54	B
Escandon	37	D	45	C	44	C	40	D	39	D	45	C	33	F	40	B
Fields	34	F	34	F	47	C	29	F	34	F	48	C	34	F	38	B
Garza	55	B	56	B	65	A	43	C	47	C	59	B	33	F	52	F
Gonzalez	75	A	72	A	88	A	63	A	70	A	79	A	69	A	73	F
Hendricks	49	C	59	B	67	A	40	D	63	A	55	B	45	C	55	B
Houston	42	C	40	D	62	A	38	D	44	C	55	B	39	D	47	F
Jackson	56	B	52	C	58	B	53	B	51	C	51	C	28	F	51	F
McAuliffe	44	C	50	C	62	A	38	D	47	C	45	C	43	C	48	F
Milam	62	A	70	A	78	A	57	B	70	A	67	A	57	B	67	F
Perez	50	C	62	A	76	A	48	C	60	A	65	A	44	C	59	B
Rayburn	54	B	61	A	76	A	50	C	66	A	68	A	46	C	60	F
Roosevelt	44	C	39	D	52	C	50	C	35	D	46	C	27	F	43	F
Sanchez	60	A	61	A	66	A	53	B	59	B	54	B	31	F	55	B
Sequin	45	C	41	C	60	A	37	D	49	C	52	C	33	F	48	F
Thigpen Zavala	62	A	51	C	64	A	67	A	54	B	62	A	52	C	60	F
Wilson	41	C	40	D	49	C	37	D	42	C	50	C	41	C	43	F
District	52	C	54	B	64	A	48	C	54	B	57	B	41	C		
Region	48	C	48	C	55	B	43	C	46	C	51	C	38	D		
State	48	C	48	C	55	B	45	C	46	C	50	C	38	D		

Middle School 2023 (STAAR & STAAR ALT 2)																								
Campus	Approaches						Meets						Masters						Diff	Domain I Raw Score	Letter Grade	Domain I Scale Score		
	2022		2023		Diff	2022		2023		Diff	2022		2023		Diff									
	P	T	%	P		T	%	P	T		%	P	T	%		P	T	%						
6th RLA District	1866	1459	73%	1141	1419	80%	7%	693	1459	47%	842	1419	59%	12%	378	1459	26%	387	1419	27%	1%	55	B	85%
7th RLA District	1247	1527	82%	1186	1423	83%	1%	951	1527	62%	888	1423	62%	0%	662	1527	43%	495	1423	35%	-8%	60	A	90%
8th RLA District	1300	1500	87%	1316	1501	88%	1%	999	1500	66%	979	1501	65%	-1%	695	1500	46%	532	1501	35%	-11%	63	A	91%
MS_RLA	3613	4486	81%	3643	4343	84%	3%	2634	4486	59%	2791	4343	62%	3%	1735	4486	39%	1414	4343	33%	-6%	60	A	90%
6th Math District	824	1202	69%	872	1152	76%	7%	385	1202	32%	423	1152	37%	5%	188	1202	9%	142	1152	12%	3%	42	C	74%
7th Math District	950	1507	63%	983	1459	67%	4%	564	1507	37%	634	1459	43%	6%	279	1507	19%							
8th Math District	967	1242	78%	1140	1385	82%	4%	647	1242	52%	783	1385	57%	5%	335	1242	27%							
MS_Math	2741	3951	69%	2995	3996	75%	6%	1596	3951	40%	1840	3996	46%	6%	722	3951	18%							
MS_Science	1289	1454	83%	1183	1503	73%	-10%	814	1454	56%	688	1503	46%	-10%	457	1454	31%							
MS_Social Studies	966	1456	66%	985	1503	66%	0%	481	1456	33%	579	1503	39%	6%	257	1456	18%							

Campus	6th Grade RLA		7th Grade RLA		8th Grade RLA		6th Grade Math		7th Grade Math		8th Grade Math		8th Grade Science		8th Grade Social Studies		Student Achievement	D 1 Letter Grade
	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Letter Grade		
Brown	45	C	45	C	52	B	42	C	38	F	45	C	32	D	38	F	43	F
Cathey	54	B	63	A	69	A	42	C	47	C	61	A	54	B	49	B	58	B
De Leon	49	B	48	C	56	B	31	F	28	F	47	C	34	D	27	F	42	F
Fossum	63	A	71	A	68	A	58	B	58	B	68	A	49	B	49	B	60	B
Morris	69	A	71	A	75	A	58	B	58	B	67	A	55	B	59	B	65	B
Travis	41	C	49	B	46	C	28	F	38	F	46	C	33	D	23	F	38	F
District	55	B	60	A	63	A	42	C	43	C	55	B	45	C	42	C	58	B
Region	47	C	51	B	54	B	38	C	34	D	45	C	42	C	34	D	48	F
State	49	B	52	B	55	B	42	C	36	D	45	C	45	C	36	D	48	F

Campus	Approaches						Meets						Masters						Diff	Domain I Raw Score	Letter Grade	Domain I Scale Score		
	2022		2023		Diff	2022		2023		Diff	2022		2023		Diff									
	P	T	%	P		T	%	P	T		%	P	T	%		P	T	%						
Algebra	1296	1677	77%	1181	1388	85%	8%	891	1677	53%	768	1388	55%	2%	605	1677	36%	474	1388	34%	-2%	58	B	88%
Biology	1462	1724	85%	1393	1536	91%	6%	1074	1724	62%	939	1536	61%	-1%	391	1724	23%	361	1536	24%	1%	59	B	89%
US History	1353	1467	92%	1529	1698	96%	4%	1114	1467	76%	1223	1698	77%	1%	717	1467	49%	711	1698	44%	-5%	72	A	93%
English I	1317	1915	69%	1381	1775	78%	9%	1094	1915	57%	1124	1775	63%	6%	346	1915	18%	330	1775	19%	1%	53	B	80%
English II	1423	1862	76%	1423	1735	82%	6%	1186	1862	64%	1179	1735	68%	4%	267	1862	14%	244	1735	14%	0%	55	B	83%

Campus	Algebra I		Biology		US History		English I		English II		Domain I Student Achievement		D 1 Letter Grade
	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Letter Grade	Raw Score	Scale Score	
AECHS	85	A	81	A	91	A	75	A	74	A	78	95	A
Lamar (Options)					43	C							
McHi	42	C	55	B	72	A	52	C	51	C	51	78	C
Memorial	44	C	55	B	73	A	51	C	55	B	53	80	B
Rowe	47	C	60	A	69	A	52	C	54	B	53	80	B
Brown	95	A											
Cathey	95	A											
De Leon	85	A											
Fossum	98	A											
Morris	96	A											
Travis	94	A											
District	58	B	59	B	72								

COLLEGE, CAREER, AND MILITARY READY

CCMR Outcomes Bonus



College Ready



Career Ready



Military Ready



CCMR in Accountability

Meets Texas Success Initiative (TSI) Criteria
or
Earns dual course credits
or
Meets criteria on AP/IB exams
or
Earns an associate degree
or
Qualifies for OnRamps course credits

Earns an Industry-based certification (IBC)
or
Graduates with completed IEP
and workforce readiness
or
Graduates with an advanced degree plan
and received special education services
or
Earns a level I or level II certificate

Enlists in the U.S. Armed Forces
(Not Applicable—Temporarily Suspended)

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CCMR in Outcomes Bonuses

Meets TSI Criteria
(college prep courses not applicable)

AND

Enrolls at a postsecondary educational institution
immediately following high school

or
Earns an associate degree

Meets TSI Criteria
(college prep courses not applicable)

AND

Earns an IBC
or
Earns a level I or level II certificate

Enlists in the U.S. Armed Forces
(Not Applicable—Temporarily Suspended)

COLLEGE, CAREER, AND MILITARY READY PROGRESS MONITORING-CCMR REQUIREMENTS, TRACKER, & TEAMS

Meeting CCMR Requirements - 2023 Accountability
2021-22 Graduates and Non-graduating 12th Graders in 2021-22

Year	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	1	2	3	4	5	6	7	8	9	10	11	12
3	1	2	3	4	5	6	7	8	9	10	11	12
4	1	2	3	4	5	6	7	8	9	10	11	12
5	1	2	3	4	5	6	7	8	9	10	11	12
6	1	2	3	4	5	6	7	8	9	10	11	12
7	1	2	3	4	5	6	7	8	9	10	11	12
8	1	2	3	4	5	6	7	8	9	10	11	12
9	1	2	3	4	5	6	7	8	9	10	11	12
10	1	2	3	4	5	6	7	8	9	10	11	12
11	1	2	3	4	5	6	7	8	9	10	11	12
12	1	2	3	4	5	6	7	8	9	10	11	12

TEAL: 2023 Final College, Career, and Military Readiness (CCMR) Student Listing

Student ID	Name	Grade	CCMR Points	TSI	34 Grad Code	IBC	HBS	TSI	IBC	HBS
1000000001	JENNIFER ABRAHAMSON	12	18	30	1	0	0	0	0	0
1000000002	JENNIFER ABRAHAMSON	12	18	30	1	0	0	0	0	0
1000000003	JENNIFER ABRAHAMSON	12	18	30	1	0	0	0	0	0
1000000004	JENNIFER ABRAHAMSON	12	18	30	1	0	0	0	0	0
1000000005	JENNIFER ABRAHAMSON	12	18	30	1	0	0	0	0	0

Schedule of PEIMS Submissions
2023-24 School Year
(Noting key dates submissions relating to accountability)

Submission	Details	First submission due date	Resubmission due date	Available to customers
Submission 1 - PEIMS Fall Snapshot	Student Enrollment (as of Fall Snapshot date) Including identification of students on EndOf/Non EndOf IBCs earned by students in Grades 9-12 between June 1, 2023 and August 31, 2023 Not Enrolled Students - "Leavers" (status as of the last Friday in September) Including 2022-23 Graduates (students who graduated during 2022-23) Including Associates Degree Graduation Type (PASS, MSP-6, HSP-OLA, RP graduates) Employed Staff	October 27, 2023	December 7, 2023	January 30, 2024
Submission 2 - PEIMS Mid-Year	Audited actual financial data for the prior school year	January 25, 2024	February 8, 2024	February 23, 2024
Submission 3 - PEIMS Summer	Yearlong student attendance Course completion data (including dual course credits and College-Prep courses) IBCs earned by students in Grades 9-12 between September 1, 2023 and May 31, 2024 Associates Degree Disciplinary actions	June 30, 2024	July 18, 2024*	September 19, 2024
Submission 4 - PEIMS Extended Year	Soft ESY services Student Flexible attendance for credit recovery Summer dual credit course completions for students	August 29, 2024	September 15, 2024	October 17, 2024

CCMR Tally 2024 Grads

Category	Value
Letter Academy CCMR Points Pending	3
AP Class 3,4,5	30
TSI Ready (math and English)	30
AP Spanish Challenge	56
Current CTE Sunsetting	4
CTE Threshold & Level Proposed	16.2
HBS (Math & English Complete)	5
Total CCMR Pending	31
Total CCMR w/ Point	50
Total 2023 Grads	81

Category	Value
Letter Academy CCMR Points Pending	3
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TSI Ready (math and English)	30
AP Spanish Challenge	56
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Total CCMR Pending	31
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Total 2023 Grads	81

CONFIDENTIAL
TEXAS EDUCATION AGENCY
2021 Final Annual Graduates College, Career, or Military Readiness Outcomes Bonus
September 2023
MCALLEN ISD (108906)

	Total Annual Graduates*	Threshold	Number of Graduates Necessary to Meet CCMR OB Threshold**	Total Number of Annual Graduates who Met CCMR OB Criteria	Number of Graduates Above CCMR OB Threshold***
Econ Disadv	1,066	11%	117	299	182
Non Econ Disadv	568	24%	136	298	162
Special Ed	156	0%	0	3	3

* Only includes students reported by the district as 2020-21 annual graduates.
** Total Annual Graduates X Threshold
*** Total Number of Annual Graduates who Met CCMR OB Criteria - Number of Graduates Necessary to Meet CCMR OB Threshold

DOMAIN 2: STUDENT PROGRESS

PART A: Academic Growth

Annual Growth

Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Accelerated Learning

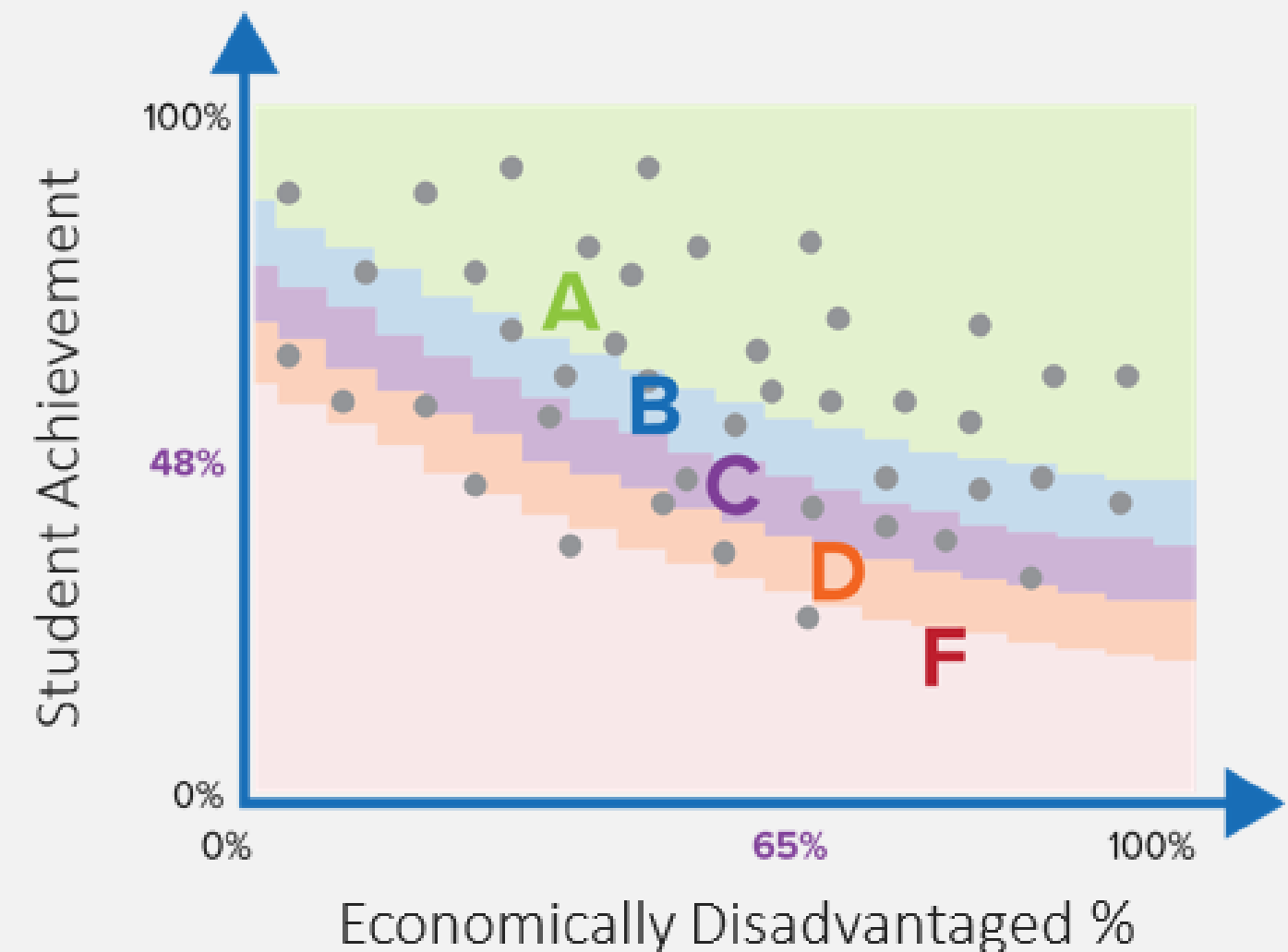
Prior Year	Current Year			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

Including a measure for accelerated learning

Transition table methodology allows us to include more students, including students moving from grade 8 to English I and students moving from a Spanish to an English test.

Aggregating individual student year-over-year gains and include more students in the calculation to recognize learning acceleration (AI).

PART B: Relative Performance



Approximating growth using baseline adjusted proficiency targets

DOMAIN 2: STUDENT PROGRESS PROGRESS MONITORING-ACADEMIC GROWTH

This table displays student progress data with columns for Last Name, ID, Enroll Date, Ethnicity, ECD, LEP, SpEd, and various assessment scores. It includes callouts for '30% MASTERS', '60% MASTERS', and '90% MASTERS'.

Last Name	Grade	Enroll Date	Ethnicity	ECD	LEP	SpEd	Local MA.05.002.E PntScor	Local MA.05.002.E MetStrd	Local MA.05.002.E Teacher	STAAR MA04 PntScor	5th Grade Math Geo	Campus Goal 90/90/30
Student 45	5	08/22/2022	H	0	0	0	71	Yes	Teacher A	71	81	
Student 46	5	08/22/2022	H	1	1	0	64	No	Teacher B	71	81	
Student 51	5	08/22/2022	H	0	1	0	93	Yes	Teacher D	88	78	
Student 49	5	08/22/2022	H	0	0	0	64	No	Teacher D	88	78	
Student 50	5	08/22/2022	H	0	0	0	57	No	Teacher C	88	78	
Student 48	5	08/22/2022	H	1	1	0	50	No	Teacher D	88	78	
Student 55	5	08/22/2022	H	0	0	0	79	Yes	Teacher D	85	75	
Student 53	5	08/22/2022	H	1	0	0	57	No	Teacher C	85	75	
Student 54	5	08/22/2022	H	0	0	0	57	No	Teacher D	85	75	
Student 52	5	08/22/2022	H	1	1	0	43	No	Teacher B	85	75	
Student 56	5	08/22/2022	H	1	0	0	43	No	Teacher B	85	75	
Student 57	5	08/22/2022	H	1	1	0	71	Yes	Teacher D	82	72	
Student 59	5	08/22/2022	H	1	1	0	71	Yes	Teacher A	82	72	
Student 58	5	08/22/2022	H	1	0	0	43	No	Teacher B	82	72	
Student 60	5	09/02/2022	H	1	0	0			Teacher B	58	69	
Student 63	5	08/22/2022	H	0	1	1	71	Yes	Teacher A	58	69	
Student 64	5	08/22/2022	H	1	1	0	50	No	Teacher A	58	69	
Student 62	5	08/22/2022	H	1	0	0	50	No	Teacher D	58	69	
Student 61	5	08/22/2022	H	0	1	0	36	No	Teacher A	58	69	
Student 65	5	08/22/2022	H	1	0	0	36	No	Teacher B	58	69	
Student 68	5	08/22/2022	H	1	0	0	93	Yes	Teacher D	50	60	
Student 66	5	08/22/2022	H	1	1	0	50	No	Teacher D	50	60	
Student 67	5	08/22/2022	H	0	1	0	43	No	Teacher B	50	60	
Student 70	5	08/22/2022	H	1	0	0	50	No	Teacher A	47	57	
Student 69	5	08/25/2022	H	1	0	0	43	No	Teacher A	47	57	
Student 71	5	08/22/2022	H	1	1	1	57	No	Teacher D	44	54	
Student 72	5	08/22/2022	H	0	1	0	57	No	Teacher B	41	51	
Student 73	5	08/22/2022	H	1	0	0	14	No	Teacher A	35	45	
Student 74	5	08/24/2022	H	1	0	0	79	Yes	Teacher D	32	42	
Student 76	5	08/22/2022	H	1	0	1	71	No	Teacher D	32	42	

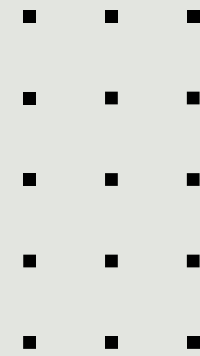
10/24/2023	DATA COLLECTION STATUS				ECO DIS STATUS			
	ENROLLMENT	ECO DIS	NON ECO	MISSING	% COLLECTED	2022-2023	2023-2024	ΔPY
HIGH SCHOOLS								
MCALLEN HS	2157	1313	769	75	96.52%	63.0%	60.9%	-2.1%
MEMORIAL HS	2066	1367	697	2	99.90%	67.3%	66.2%	-1.1%
ROWE HS	1917	1131	248	538	71.94%	73.9%	59.0%	-14.9%
ACHIEVE ECHS	411	280	131	0	100.00%	69.3%	68.1%	-1.2%
LAMAR ACADEMY	101	89	11	1	99.01%	83.9%	88.1%	4.2%
INSTR & GUID CTR	32	31	1	0	100.00%	94.4%	96.9%	2.5%
MIDDLE SCHOOLS								
BROWN MS	583	513	70	0	100.00%	89.9%	88.0%	-1.9%
CATHY MS	828	507	250	71	91.43%	68.8%	61.2%	-7.6%
DE LEON MS	724	606	118	0	100.00%	86.4%	83.7%	-2.7%
FOSSUM MS	820	495	293	32	96.10%	59.1%	60.4%	1.3%
MORRIS MS	1038	471	543	24	97.69%	51.8%	45.4%	-6.4%
TRAVIS MS	487	479	8	0	100.00%	96.1%	98.4%	2.2%
ELEMENTARY SCHOOLS								
ALVAREZ ES	454	389	7	58	87.22%	96.1%	85.7%	-10.4%
CASTANEDA ES	441	304	92	45	89.80%	69.4%	68.9%	-0.5%
ESCANDON ES	466	409	33	24	94.85%	93.7%	87.8%	-6.0%
FIELDS ES	455	413	42	0	100.00%	91.1%	90.8%	-0.3%
GARZA ES	440	299	118	23	94.77%	73.3%	68.0%	-5.3%
GONZALEZ ES	795	251	291	253	68.18%	36.4%	31.6%	-4.8%
HENDRICKS ES	420	274	146	0	100.00%	71.4%	65.2%	-6.2%
HOUSTON ES	362	259	12	91	74.86%	87.3%	71.5%	-15.8%
JACKSON ES	563	485	43	35	93.78%	86.5%	86.1%	-0.4%
MCAULIFFE ES	396	334	60	2	99.49%	84.3%	84.3%	0.1%
MILAM ES	747	422	325	0	100.00%	60.4%	56.5%	-3.9%
PEREZ ES	543	247	291	5	99.08%	49.5%	45.5%	-4.0%
RAYBURN ES	517	320	176	21	95.94%	67.9%	61.9%	-6.0%
ROOSEVELT ES	410	388	19	3	99.27%	95.8%	94.6%	-1.2%
SANCHEZ ES	481	273	207	1	99.79%	61.2%	56.8%	-4.4%
SEGUIN ES	565	435	31	99	82.48%	95.8%	77.0%	-18.8%
THIG/ZAV ES	493	462	29	2	99.59%	94.3%	93.7%	-0.6%
WILSON ES	419	377	42	0	100.00%	88.0%	90.0%	2.0%
TOTAL	20131	13623	5103	1405	93.0%	72.5%	67.7%	-4.8%

Domain 2A
Academic Growth
Domain 2B
Student Achievement

Domain 2B
Economically Disadvantaged %

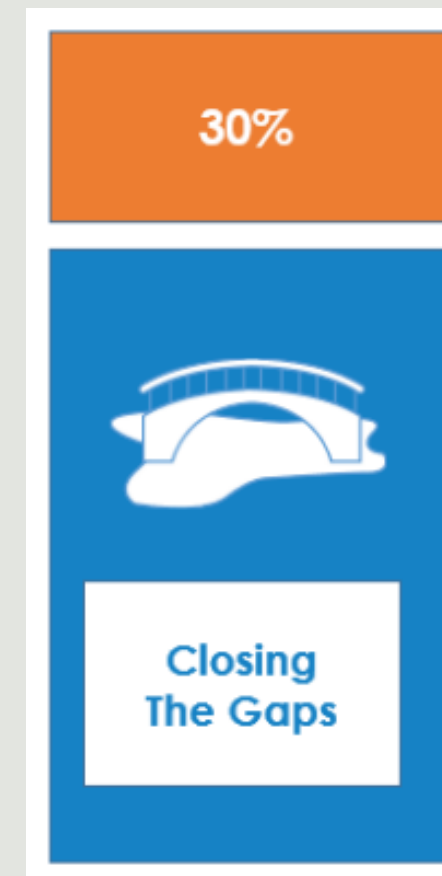


DOMAIN 3: CLOSING THE GAPS



COMPONENTS EVALUATED:

- **Academic Achievement:** % age of tests results (in RLA and in Math) at Meets Grade Level or Above
- **Academic Growth:** Academic Growth score in RLA and in Math
- **Federal Graduation Rate:** federal 4-year graduation rate for the Cohort Class of 2021-22
- **English Language Proficiency:** % of current ELs making progress toward achieving English language proficiency.
- **Student Success:** STAAR Component: STAAR Performance calculation from Domain I (disaggregated by student group)
- **School Quality:** Federal CCMR: CCMR calculation from Domain I EXCEPT there is no cap on the number of students meeting CCMR based on a sunseting IBC
- **Student Groups Evaluated:** All Students, 2 Lowest Race/Ethnicity Groups based Academic Achievement in 2022, High Focus Group (unduplicated count of students who are EcoDis, SpEd, EB, Foster, Homeless or Migrant - a student is only included once regardless of the number of categories in which the student is identified)



Graded Points Methodology

Points	Definition
4	Met long-term target (2037-38 target)
3	Met current interim target (2022-23-to 2026-27 target)
2	Did not meet current interim target but showed "expected growth" toward next interim target (2027-28 to 2021-32): $\text{Group's current year rate} - \text{group's prior year rate} \geq \frac{\text{Next interim target} - \text{group's prior year rate}}{6}$
1	Did not meet current interim target (2022-23 to 2026-27) but showed minimal growth (defined as at least 1.0 point improvement for STAAR and CCMR indicators and 0.1 point improvement for Graduation Rate)
0	Did not meet current interim target and did not show minimal growth

DOMAIN 3: CLOSING THE GAPS

TEKScore Results by Demographic for [REDACTED] ELEMENTARY

MA.05.200.E

Subject: Mathematics Grade: 05 Language: English Version: 200 Date: 11/27/2023
 Passing Standard: 36% Description: 5th Grade MATH Fall Benchmark - 2023

Students: 123 Passed: 117 (95%) Average Score: 63

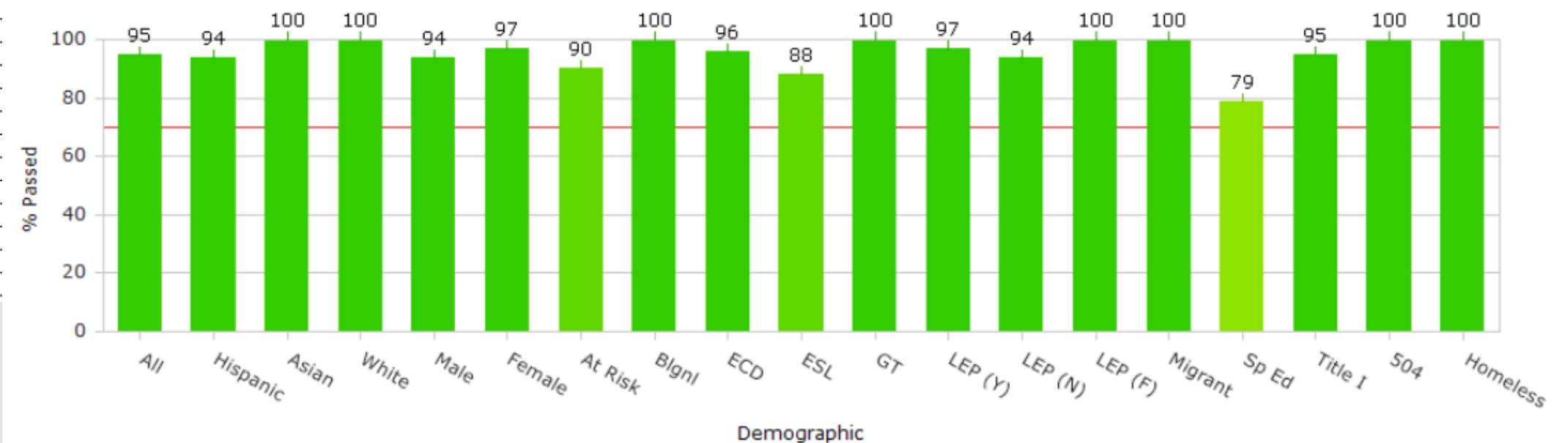
Demographic	Not Reported	Tested #	Passed #	Passed %	Masters #	Masters %	Meets #	Meets %	Approach #	Approach %	Below #	Below %
		≥ 36		≥ 79		< 79 ≥ 57		< 57 ≥ 36		< 36		
All Students		123	117	95%	21	17%	62	50%	34	28%	6	5%
Ethnicity	Hispanic/Latino	108	102	94%	18	17%	52	48%	32	30%	6	6%
	American Indian/Alaskan Native	0										
	Asian	2	2	100%	0	0%	2	100%	0	0%	0	0%
	Black/African American	0										
	Native Hawaiian/Pacific Islander	0										
	White	13	13	100%	3	23%	8	62%	2	15%	0	0%
	Two or More Races	0										
Gender	Not Reported	0										
	Male	62	58	94%	12	19%	30	48%	16	26%	4	6%
	Female	61	59	97%	9	15%	32	52%	18	30%	2	3%
Services	Not Reported	0										
	At Risk	0	50	45	90%	2	4%	20	40%			
	Bilingual	0	23	23	100%	2	9%	12	52%			
	CTE		0									
	Dyslexia		0									
	ECD	0	68	65	96%	5	7%	35	51%			
	ESL	0	8	7	88%	0	0%	4	50%			
	GT	0	42	42	100%	16	38%	21	50%			
	LEP - Yes (Y)	0	33	32	97%	2	6%	18	55%			
	LEP - No (N)	0	87	82	94%	18	21%	43	49%			
	LEP - First Year (F)	0	3	3	100%	1	33%	1	33%			
	LEP - Second Year (S)		0									
	LEP - Third Year (3)		0									
	LEP - Fourth Year (4)		0									
	Migrant	0	2	2	100%	1	50%	1	50%			
	Special Education	0	29	23	79%	0	0%	7	24%			
	Title I	0	123	117	95%	21	17%	62	50%			
	504	0	15	15	100%	1	7%	7	47%			
	Homeless	0	1	1	100%	0	0%	0	0%			
	Foster Care		0									
Military		0										

TEKScore Results by Demographic for [REDACTED] ELEMENTARY

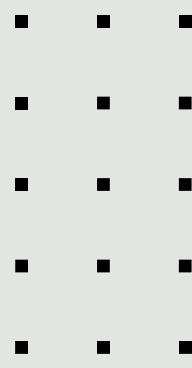
MA.05.200.E

Subject: Mathematics Grade: 05 Language: English Version: 200 Date: 11/27/2023
 Passing Standard: 36% Description: 5th Grade MATH Fall Benchmark - 2023

Students: 123 Passed: 117 (95%) Average Score: 63



DISTINCTIONS



Academic Achievement
Reading

Academic Achievement
Math

Academic Achievement
Science

Academic Achievement
Social Studies

Academic Growth

Closing the Gaps

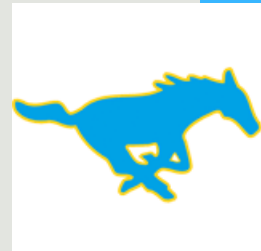
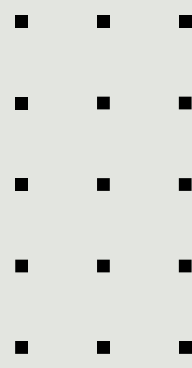
Post Secondary Readiness



Postsecondary Readiness Indicators:

- Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects)
- Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics
- Four-Year Longitudinal Graduation Rate
- Four-Year Longitudinal Graduation Plan Rate
- TSI Criteria Graduates
- College, Career, and Military Ready Graduates
- SAT/ACT Participation
- AP/IB Examination Participation: Any subject
- CTE Coherent Sequence Graduates

SUPERVISION OF ELEMENTARY PRINCIPALS



Memorial Vertical Team

- Christina Hernandez, Gonzalez Elem.
- Erika Salinas, Jackson Elem.
- Karla Rodriguez, Escandon Elem.
- Jessica Lowe, Houston Elem.
- Rachel Montgomery, Roosevelt Elem.



McHi Vertical Team

- Stephanie Friedlien, Milam Elem.
- Clarissa Partida, Rayburn Elem.
- Veronica Delgado, Perez Elem.
- Teresa Trdla, Fields Elem.
- Sonia Casas, Thigpen-Zavala Elem.



Rowe Vertical Team

- Jessica Rodriguez, Castaneda Elem.
- Yvonne Caldwell, McAuliffe Elem.
- Melissa Lara, Alvarez Elem.
- Juan Nevarez, Seguin Elem.
- Monica Garza, Hendricks Elem.
- Nancy Valenzuela, Garza Elem.
- Veronica Rodriguez, Sanchez Elem.

Principals



NETWORK OF SUPPORT

TIERED PRINCIPAL SUPPORT

- **Principal Mentorship Program**
- **Priority/Focus Support Plan**
 - Differentiated Support
 - Individualized Goals
 - Campus Walkthroughs
 - Emergency Support
 - Parent Complaints & Grievances
- **Instructional Tiered Support**



WORKING WITH OTHER DEPARTMENTS



INSTRUCTIONAL SERVICES DEPARTMENT



TECHNOLOGY DEPARTMENT



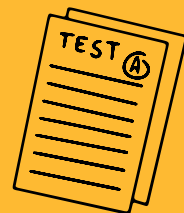
STUDENT SUPPORT SERVICES, PD, & LEGAL



HUMAN RESOURCE DEPARTMENT



PROFESSIONAL LEARNING & LITERACY (C&I) DEPARTMENT



ASSESSMENT DEPARTMENT



STATE & FEDERAL PROGRAMS DEPARTMENT



Give someone responsibility and they will do their best. Make them accountable and they will do even better.

— *Simon Sinek* —

THANK YOU!