

OPERATING PROCEDURES
FREE APPROPRIATE PUBLIC EDUCATION COMPOSITE

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Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

PROCEDURES:

Determination of Eligibility

- Evaluation staff are trained at least annually that eligibility is an ARD committee decision. The Full and Individual Initial Evaluation (FIIE) provides guidance for the ARD committee to make the eligibility determination.
- Parents are provided a copy of the FIIE prior to the ARD meeting and the results are explained either over the telephone or in person prior to the ARD meeting so that parents have an opportunity to ask questions prior to convening a meeting.
- Evaluation staff review the outcome of the assessments with staff prior to the ARD meeting to answer questions about the recommendations for a student regarding the determined

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disability condition(s) and the need for special education and related services.

- When parents have questions about the recommendations for a student regarding the determined disability condition(s) and the need for special education and related services in the FIE, parents can direct those questions to district evaluation staff. District evaluation staff will answer these questions based on data presented in the FIIE and federal and state statutes as well as district policies.
- The district's Certified Academic Language Therapist (CALT) is a member of the both the multi-disciplinary team that evaluates a student for dyslexia as well as a member of the Admission Review and Dismissal Committee that determines eligibility for dyslexia.

Present Levels of Academic Achievement and Functional Performance

- For an Initial ARD meeting, the multi-disciplinary evaluation staff include Present Levels of Academic Achievement and Functional Performance as well as Disability Impact and Needs statements in the Full and Individual Initial Evaluation. Special Education teachers are able to view the FIIE prior to the ARD meeting. Special Education teachers provide a teacher input form to general education teachers prior to the Annual ARD committee meeting. Special Education teachers review the student's progress toward goal mastery prior to each annual ARD meeting. Finally, special education teachers review classroom data such as reading levels and MAP data for each student prior to the ARD meeting. Special Education teachers do all of the

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aforementioned things to ensure that IEP's include PLAAFPs that address the strengths and needs of students based on current data including the FIE.

- To ensure that PLAAFPs include a description that specifies how the disability impacts the student's access and progress in the general curriculum, teachers are provided annual training about the development of the PLAAFP that includes training on disability impact statements. The teacher input form was developed to provide the special education teacher with information about how the student's disability impacts them in the general education setting. Special Education Teachers have also been provided a subscription to the GoalBook program to collect data regarding student strengths and weaknesses.

Annual Goals

- The Frontline Service Manager program is used by teachers to document delivery of service and progress toward achieving the measurable annual goals on a daily/weekly/monthly/yearly basis.
- Special Education Staff are trained on at least an annual basis to use vertical alignment data located in the special education data management system to create standards based IEPs that are aligned to TEKS.
- Short term objectives are developed when a student takes an alternate state assessment aligned to alternate achievement standards.
- To evaluate IEP compliance, service time and goal progress are monitored in the Frontline Service manager program. Reports are generated by the special education coordinator

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each 9 weeks to ensure the district is in compliance with the IEP for each individual student.

- When students meet goals early or are not making sufficient progress toward goals, the special education teacher will notify the diagnostician of a need to amend the IEP to discontinue previous goals and apply new goals. The diagnostician will then follow procedures to [Amend the IEP Without a Meeting]
- Goals are monitored and progress is reported concurrent with the grading period. Progress reports are sent to parents by the special education teacher each grading period.

Special Factors

- Behavior
 - Staff are trained about available behavioral interventions and supports at least annually.
 - When drafting a behavior intervention plan, a functional behavior assessment is completed either formally by the LSSP or informally by members of the ARD committee. Once the function of the behavior is identified, The behavior intervention plan is developed to identify target behavior(s), replacement behavior(s) and the appropriate response to the target behavior or replacement behavior.
 - The LSSP has been trained professionally to develop a Functional Behavior Assessment. Special Education Staff who complete FBAs attend training in the development of Functional Behavior Assessments through the educational service center.

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- The district LSSP provides campus wide training about the use of restraint and time-out. Restraints are documented in the special education data management system as well as the SIS system. If time out is ineffective, than an ARD committee will convene to discuss the use of time out.
- Limited English Proficiency
 - The ARD Coordinator uses information from the legal framework to determine who can participate as the LPAC representative in the ARD meeting.
 - The LPAC representative is invited to the ARD meeting through the email calendar system.
 - Both the LPAC information and IEP information is housed in the Success Ed Data Management System. Members of the ARD committee, including an LPAC representative use information from both committee to bridge services regarding the language needs of the child, entry into bilingual education or English as a second language program, participation in the English language proficiency assessment, process for EL program exit, participation in the state’s alternate English language proficiency assessment.
- Blind or Visually Impaired
 - For students who are blind or visually impaired, a teacher certified to teach students who are visually impaired is invited to the ARD committee meeting using the email calendar system.
 - The certified teacher of the visually impaired is available to provide training to staff who work with students who are blind or visually impaired, such as

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- proficiency in reading and writing, appropriate literacy media and literacy skills, benefits of braille instruction, and instruction in an expanded core curriculum. These skills are also outlined in the IEP and Vision Evaluation.
- The Vision Supplement in the IEP reflects that the student has been provided a detailed explanation of various service resources available to the student in the community and throughout the state.
 - The IEP for students who are blind or visually impaired sets forth the plans and arrangements made for contacts with, and continuing services to, the student beyond regular school hours to ensure the student learns the skills and receives the instruction in the expanded core curriculum deemed appropriate by the student's ARD committee.
 - The Visual Impairment Supplement of the IEP documents the appropriate instruction in braille and use of braille.
 - UT Tyler University evaluates the student's literacy media and literacy skills and the student's current and future instructional needs during the functional vision assessment and again each year on the Visual Impairment Supplement.
- Communication
 - For students who are deaf or hard of hearing, the speech pathologist attends training offered through the educational service center about how to determine the communication needs of the child.
 - For a student who is 16 or older with a communication deficit such as Autism, Mild Intellectual Disability,

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Down's Syndrome, Parkinson's Disease, Speech and Language Disorder, Post Traumatic Stress Disorder, Brain Injury, Cerebral Palsy, Deaf, and Hard of Hearing, the district ARD Coordinator or Diagnostician will include a link to the "Texas Driving with a Disability" program page. This information is also posted on the district special programs web page. Information will be provided to Parents/Adult Students at least annually beginning at age 16 and until the student graduates or turns 21 years of age.

- Deaf or Hard of Hearing
 - For students who are deaf or hard of hearing, the teacher certified to teach students who are deaf or hard of hearing is invited to the ARD committee meeting through the email calendar system.
 - Training is provided to staff who work with students who are deaf or hard of hearing on topics such as language and communication needs, opportunities for direct communication with peers and professional personnel, opportunities for direct instruction in the child's language and communication mode through consultation with the certified teacher of the deaf or hard of hearing.

- Assistive Technology
 - Assistive Technology Devices purchased by UT Tyler University Academy are checked out to students on an annual basis for use by the student.
 - Students are trained to use devices by the appropriate special education staff or related service provider.

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- Assistive Technology Devices are provided based on the evaluation completed by appropriate staff members that include, but are not limited to the Certified Teacher of the Visually Impaired, Certified Teacher of the Deaf and Hard of Hearing, Speech Pathologist, and Occupational Therapist.
- Autism
 - Teachers are trained on elements of the autism supplement that support their ability to implement the IEP. Training is provided by the LSSP and the Speech Pathologist.
- Dyslexia
- For students who are suspected of having dyslexia, the certified academic language therapist is invited to the ARD committee meeting through the email calendar system.

State and Districtwide Assessments

- AT UT Tyler University Academy, general education teachers are guided to document the use of accommodations in the classroom setting. This ensures that accommodations on state tests are also provided during instruction.
- UT Tyler offer Measuring Academic Progress (MAP) assessments for reading and math in grade K-7. The MCLASS dyslexia screener is given in grade K-2. STAAR Benchmark testing is given in grades 3-8.
- District-wide assessments are given using the student's prescribed testing accommodations except when it is not allowed per the test instructions.

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- The ARD committee documents decisions related to state and districtwide assessment in the IEP and in the deliberations of the IEP.
- The ARD committee reviews the eligibility requirements of the STAAR Alt 2 and discusses whether the student meets the criteria. The LEA representative signs the eligibility form to ensure that criteria are met.
- The diagnostician reviews TEA publications regarding accommodation resources regularly to develop knowledge of participation in statewide assessment and allowable accommodations.
- Accelerated instruction and interventions are documented in the DMAC system for students who do not perform satisfactorily on any state assessments.
- When an IEP committee recommends an alternate assessment, it is the responsibility of the diagnostician or school counselor to explain the impact to the alternate assessment that will delay or otherwise affect the student from completing the requirements for a regular high school diploma.
- General Education Teachers document the effective and routine use of accommodations by the student.
- General Education teachers and Special Education Teachers document the student's level of independence in using the accommodations documented in the student's IEP.
- While districts may provide the opportunity for parents to request a paper administration of the STAAR assessment, at this time, UTTUA has decided not to offer the request for paper administrations of the STAAR assessment. Paper administrations can only be requested by the Admission

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Review and Dismissal Committee due to the student's need for that modification based on state guidelines for the accommodation.

- The district will design the intensive program of instruction.
- The ARD Committee will address participation and progression Accelerated Instruction, Supplemental Instruction, and Accelerated Education Plan.

Supplementary Aids and Services, Special Education, Related Services

- Related service providers monitor the effectiveness of the related service that is provided.
- General Education and Special Education teachers are trained at least annually to contact the special education coordinator if students are not making adequate progress in the general education curriculum. The special education coordinator provides support, assigns services providers to provide training or support, or recommends and ARD committee convene to consider changes to the schedule of services and accommodations.

ESY Services

- The special education teacher collects regression and recoupment data as part of the determination of the need for ESY services.
- MAP scores, reading levels, and IXL levels are used to monitor regression and recoupment.
- Special Education Teachers are the ESY providers and have access to goals.

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Children who Transfer

- When a student transfers, the campus administrative assistant reviews records received from the previous district. If the previous district indicates “Special Education” or “IEP” the administrative assistant sends an email to the special education director. The Special Education Director works with the previous district to obtain records through the TREX system or through the Data Management System
- The Special Education Director works with the previous district to obtain records through the TREX system or through the Data Management System. Once records are received, they are uploaded to the data management system and the special education teacher is notified. The special education teacher notifies the general education teacher of services, goals, and accommodations.
- When a student transfers within a school year, a transfer meeting is convened to allow the parent to communicate special concerns with members of the ARD committee and to identify comparable services to be provided.

STAFF RESPONSIBLE:

District Level: Special Education Director, District Certified Academic Language Therapist when appropriate.

Campus Level: Campus Administrative Assistant, Special Education Teacher

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TIMELINES FOR ACTIVITIES:

- Documenting regression and recoupment for determining ESY services is to be completed by March of each school year. An ARD committee convenes to review only in the case of regression that is not recouped in a reasonable amount of time.
- Training for Staff occurs prior to the beginning of the school year.
- Initial ARD meetings occur within 30 calendar days of the completion of the FIE
- Annual ARD meetings occur each calendar year
- ARD meetings to develop or adopt a new IEP for children who transfer between school years must be held prior to the first day of the new school year.

EVIDENCE OF PRACTICE:

- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Assessment results (statewide, districtwide, formative, benchmarks, etc.)
- Assessment participation rates by school, disability category, grade, etc.
- Forms used in IEP development and implementation, SuccessEd and Frontline Service Manager
- Use of Compliance Reports in Frontline Service Manager and Success Ed
- Completed ARD committee meeting reports with appropriate supplements
- Documentation of written information about the availability of programs offered by state institutions for which the LEA's

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students may be eligible, including the eligibility requirements and the rights of students in regard to admission to those institutions and in regard to appeal of admission decisions which are documented in the student's IEP

- Documentation of consultation with parents concerning the provision of FAPE and comparable services for children who transfer which is documented in the Transfer IEP document