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Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

Determination of Eligibility

The IEP committee determines eligibility for special education services based on the Full and Individual Evaluation Report and the student's need for specially designed instruction, which should be indicated in the present levels of academic and functional performance.

Training on the requirements to qualify for special education services is on-going and provided as new staff are hired in the district.

When appropriate, a staffing may be held to review assessment results with staff and answer any questions they may have prior to the IEP meeting.

It is importance to communicate the assessment results to parents at least 5 school days before the IEP committee meets. A conference with the parents prior to the IEP meeting will give them the opportunity to hear this information in a less stressful setting then a formal IEP meeting. This is recommended for initial evaluation, as well as reevaluation.

Present Levels of Academic Achievement and Functional Performance

The IEP committee reviews the PLAAFP as part of the IEP committee agenda and within the Prior Written Notice. Additionally, all IEP meetings review Present Levels of Academic Achievement and Functional Performance and must include a statement of how the disability affects the student's involvement and progress in the general curriculum by identifying the students' strengths and areas of need. Identification of strengths and areas of need should be based on an analysis of data such as current classroom performance,

assessments, benchmark tests, etc. When analyzing data, attention should be focused on areas of deficiency and skills for the specific subject area. Test scores alone should not be listed.

The PLAAFP must be completed prior to writing the goals and objectives and must be updated for each annual IEP meeting. There *must* be a direct relationship between the PLAAFP and the special education services provided. For example, if the statement describes a deficiency in a specific reading skill, this deficiency could be addressed under: (1) goals and objectives; and/or (2) supplementary aids and services.

Annual Goals

Case managers are responsible for drafting proposed measurable annual goals based on the data presented in the PLAAFP. These goals will be presented to the IEP committee during the annual IEP meeting. The committee will determine whether any adjustments are needed to the proposed goals. Once goals are accepted by the IEP committee, it is the responsibility of the case manager to implement and progress monitor each goal. Progress on the goals will be provided to the parent/adult student at the end of each nine-week reporting period. For students who master goals before the next annual, or who are not making progress as expected, an IEP meeting will be held to make adjustments as needed.

For students who are receiving instruction at the prerequisite level, there must be a minimum of two short-term objectives for each annual goal. This applies to both functional and academic goals.

Training on goal development is available through the regional service center and the local school district. ARD facilitators will check annual goals to ensure they meet the requirements for standards-based IEPs.

Special Factors **Behavior**

Boerne ISD services students with behavioral needs across all educational settings, through campus-wide positive behavior supports, classroom management strategies, and individual behavior plans and programming. A supporting factor to determine additional student needs could be a functional behavior assessment (FBA) which includes behavior data collection and direct and/or indirect measures to determine function(s) of behavior, and the behavior intervention plan. In the case a BIP is implemented, data must be collected to evaluate the effectiveness of the plan.

Campus staff working with students with challenging behavior are trained in Texas Behavior Supports Initiative (TBSI) and the Crisis Prevention Institute's (CPI) Non-violent crisis intervention techniques. In addition, staff are offered the opportunity to attend campus-based, district-based, and/or regional trainings specific to working with students with challenging behaviors.

For students who qualify for counseling as a related service through the assessment process, the IEP committee will work collaboratively with the LSSP to develop measurable goal(s) to support social/emotional needs and determine services.

Limited English Proficiency

For children who have been identified as Limited English Proficient (LEP) and receive services through special education, a professional representing the Language Proficiency Assessment Committee (LPAC) must be invited and attend the annual IEP meeting. This will ensure the language needs of the child are addressed through accommodations, services, and which state assessments will be administered.

Blind or Visually Impaired

For students that qualify for services through special education as a child with a visual impairment, a teacher of the visually impaired must attend all IEP meetings. The teacher for the visually impaired will provide all necessary training to the staff that will be implementing the student's IEP.

Communication

Speech language pathologist, or when appropriate the teacher for the deaf and hard of hearing, will work with staff to ensure the communication needs of the student are being met in the instructional setting. This could be through training of use of equipment that is utilized, such as a FM system, or how to provide accommodations in the classroom.

Deaf or Hard of Hearing

For students that qualify for services through special education as a child with a visual impairment, a teacher of the deaf and hard of hearing impaired must attend all IEP meetings. The teacher for the deaf and hard of hearing will provide all necessary training to the staff that will be implementing the student's IEP.

Assistive Technology

An evaluation must be requested in order to determine whether a student would benefit from the use of an assistive technology device. This request must be made through the student's IEP committee. Region 20 has assistive technology which may be checked out for use on a trial basis while determining the most appropriate device to use with a student. Once it is determined what device is needed the Assistive Technology specialist will work with the special education bookkeeper to get the device ordered.

The Assistive Technology specialist will work with the student, staff, and parent(s) on proper use of the device. They will continue to follow up to ensure the device is working properly.

Autism

The case manager is responsible for completing the autism supplement for those students that qualify for special education services as a child with autism. Training is providing to the

case manager by the ARD Facilitator at the beginning of each school year. There is a detailed example of an autism supplement provided in the BISD Special Education Google Classroom.

State and Districtwide Assessments

Decisions regarding assessments are made by the IEP Committee based on the instruction the student is receiving and the accommodations/modifications the student requires in order to be successful. Assessment decisions should not be made solely on the disability category or placement.

The IEP must include a statement of any individual appropriate and allowable accommodations in the administration of state-wide assessment instruments or district-wide assessments of student achievement that are necessary to measure academic achievement and functional performance of the child on the assessments.

Boerne ISD will propose accommodations that are appropriate to the needs of each student and that accurately reflect student achievement.

The IEP Committee should also include in the IEP, if appropriate, documentation regarding a student's current interpersonal skills level and preferred functional communication system/modes (i.e., sign, oral language, picture exchange system, etc.) when considering alternate assessments and accommodations.

If the IEP Committee determines that the student will not participate in a general state-wide assessment or district-wide assessment of student achievement (or part of an assessment), the IEP must include a statement of

- Why the child cannot participate in the regular assessment and
- Why the particular alternate assessment selected is appropriate for the child

In making decisions regarding assessments, the IEP Committee should annually:

- Review the student's current information to determine the student's present level of functioning
- Determine how the student receives TEKS instruction and the student's level of performance on the grade-level curriculum for his/her enrolled grade level
- Determine the appropriate assessment for the student

Document the appropriate assessment and all allowable or approved accommodations that the student will need during testing.

Prior to selecting an assessment instrument, the student's IEP Committee must be knowledgeable regarding all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

Training on administration of the state assessment is provided annually to the case managers by either the campus testing coordinator or the district testing coordinator. All case managers will receive annual updates on the SSI manual and the need for an intensive

program of instruction for those students in 3-8 that fail any state assessment. This will include training on Accelerated Learning Committee requirement for those students in grade 3, 5, or 8 who fail reading and/or math. It is the responsibility of the IEP committee to meet and address the need for an IPI/ALC once state results have been released.

Supplementary Aids and Services, Special Education, Related Services

Case managers will collect data on students when they are seeing a need for a particular supplemental aid or service, or the need for a related service. An IEP meeting will be held to review the data collected and make recommendations for services based on the data. When it is warranted an evaluation for a related service may be made by the IEP committee. Once the assessment is completed the IEP committee will meet and if the student qualifies for a related service the committee will determine the duration and frequency of services. The related service personnel providing the support to the student will be responsible for training all staff on what the student needs and for monitoring progress on goals.

ESY Services

The need for ESY services must be documented from formal and/or informal data collected by the case manager showing the student has a significant level of regression on skills they previously obtained and is not able to recoup those skills within a reasonable amount of time (i.e. 6-8 weeks after summer break) If a student requires a significant amount of time to recoup acquired critical skills, then the IEP committee should discuss whether the student needs extended educational and/or related services during school breaks.

- ESY services may be justified without consideration of the period of time for recoupment of skills under one or both of the following conditions;
 - The loss of acquired critical skills would be particularly severe or substantial;
 - If such loss results, or reasonably may be expected to result in immediate physical harm to the student or to others
- ESY services are connected to previous and future school year services. A communication system will be in place that defines roles and responsibilities for ESY documentation to flow between and among district staff. Sending and receiving teachers will provide information and feedback regarding the provision and effectiveness of the ESY services. Framework for the ESY program will include a process for planning prior to the initiation of and following the end of ESY services.

Training is provided by the director/assistant director of special education on the documentation needed to justify the recommendation for extended school year services.

The Assistant Director of Special Education will give ESY forms to the ESY teacher(s). The duties of the ESY teacher(s) are as follows:

- Complete the attendance each day on the contract hour's sheet.
- Complete IEP's at the end of the ESY period and update progress.
- Complete the ESY Progress Form on each individual student
- Submit the contract hours sheet, IEP's, Timesheets and ESY Progress Form at the end of ESY to the Assistant Director of Special Education