Clint I.S.D. Special Education Department
"Where Everyone Shines"

A GUIDE FOR THE PARENT ABOUT…….. THE SPECIAL EDUCATION PROCESS

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The Referral Process

- Your child's teacher / principal will speak with you about difficulties your child is having with their school work.

- The school nurse will screen your child's hearing and vision. Should your child fail any of these screenings, your child will be referred for an examination by a doctor.

- Observations will be made and the school will try different ways of teaching to assist your child. Your involvement in this process is needed.

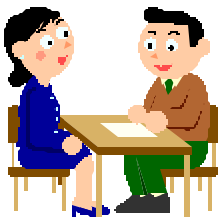
- After trying a variety of resources and documenting these efforts, the campus "CORE" team may decide to refer your child for an assessment through the special education department. The "CORE" team is the parent(s), an administrator, your child's teacher, perhaps a nurse or school counselor or any other interested person.

- Now, the "CORE" team will ask for your permission to test your child.

- You will be asked to complete different forms such as: Notice of Attempt to Assess; Receipt of Parents Rights Booklet; Permission to Test / Consent for Assessment
- Without your written permission for testing, testing cannot be conducted. Once consent is given, the school has 60 days to test and 30 additional days to go to A.R.D.

- At any time during this process, you may get a call for:
  additional paperwork
  more testing
  upcoming meetings
  or
  be available to answer any of your questions

- Your child's needs will determine the type and amount of testing needed.



Admission, Review, and Dismissal

The A.R.D. Process

First Your child was identified as possibly needing special education services. His / her hearing and vision were checked to rule out any sensory issues before proceeding with further testing.

You gave consent for assessment and your child was evaluated. A Diagnostician, Speech Pathologist, Occupational Therapist, Physical Therapist or other professional(s) tested your child based on his / her needs.

Once the testing is completed, you will be asked to attend a meeting called an A.R.D. (Admission, Review, and Dismissal). This meeting will be held within 30 school days after the testing is completed.

You will be notified as to the time, day, purpose, and location of the A.R.D. meeting. The notice will also tell you who may be in attendance at this meeting.

Together, the parents, teachers and other professionals, will decide if the child is a 'child with a disability', as defined by I.D.E.A. (Individuals with Disabilities Education Act).

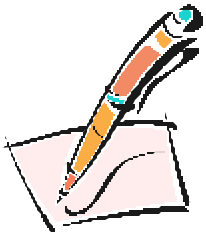
An I.E.P. (Individual Education Plan) will be developed and written based on your child's needs and strengths as identified by the testing.

You <u>must</u> be part of this process.

As the parent, you must give consent (approval) before the school can provide services. Services will begin as soon as possible. The beginning date of services will be noted on the A.R.D. paperwork.

If you disagree with the I.E.P. / placement you can:

- work with the committee to come up with a solution
- ask for mediation
- file a complaint with Texas Education Agency
- request a due process hearing



Notes

A Parent's Checklist for A.R.D.'s

_____Read the notice to see what will be discussed and who will attend.
_____Mark whether or not you will be able to attend the meeting on the date shown.
_____Post / tape your copy of the notice on your refrigerator or calendar.
_____Send the note / paper back to your child's teacher. Make sure you sign the last page.
_____Make a list of your child's strengths / needs. For example:

_____can do _____
_____can do _____
_____ has difficulty doing _____
_____ needs help with _____
_____ likes _____
_____ doesn't like _____
_____
_____

_____Make a list of those things your child needs to learn and organize them in order of importance

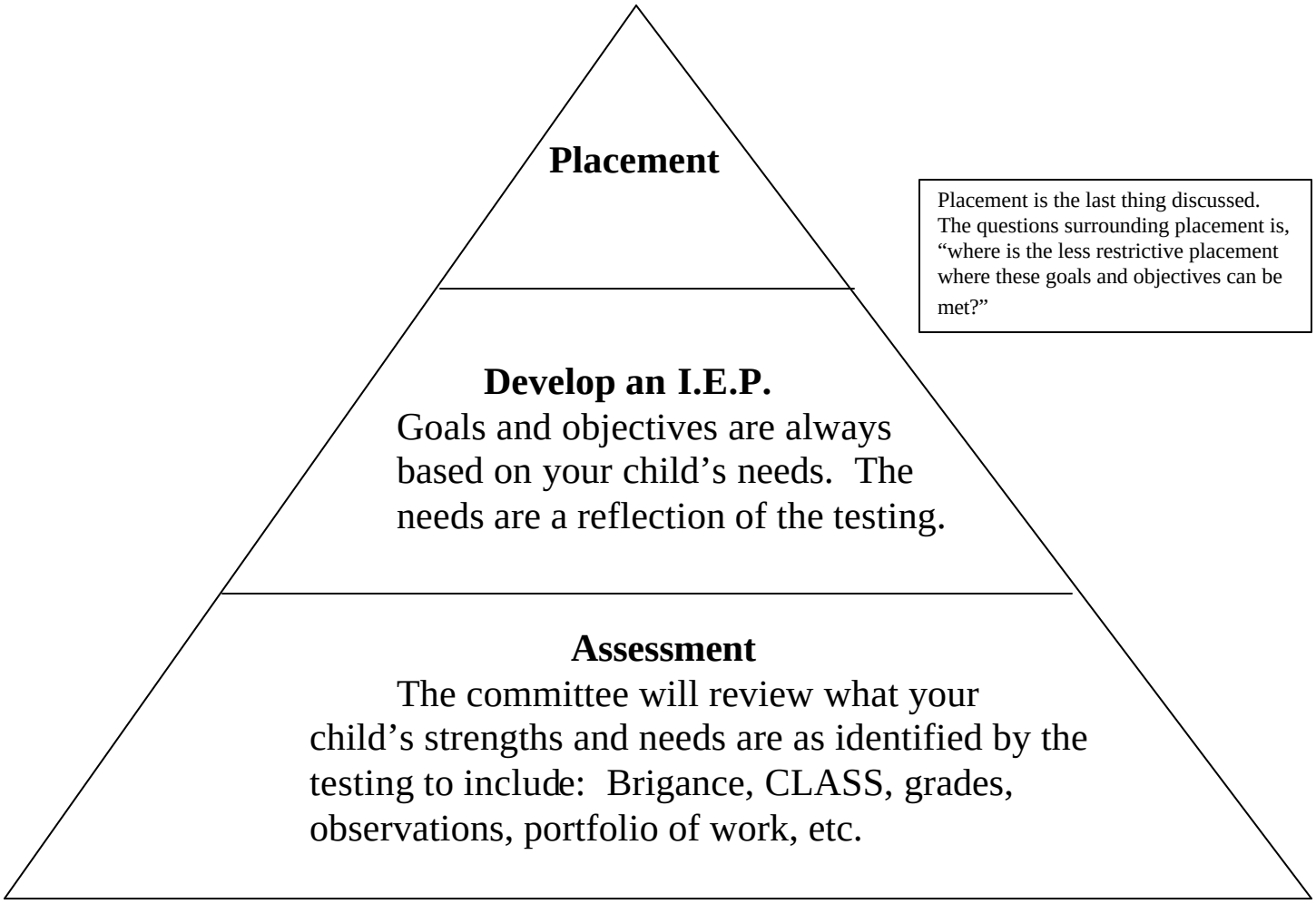
1._____
2._____
3._____
4._____

_____What are your concerns?

Academics:_____
_____
Behavior:_____
_____
Writing:_____
_____
Self-Help:_____
_____
Socialization:_____
_____
Communication:_____
_____

What type of modifications are needed for your child?

___Reduced assignments / *Reducir los trabajos*
___Extra time for completing assignments / *Tiempo adicional para completar los trabajos*
___Opportunity to respond orally / *Oportunidad para responder oralmente*
___Short instructions / *Instrucciones cortas*
___Assignment notebook / *Cuaderno de tareas*
___Visual aids / *Ayudas visuals*
___Auditory aids / *Ayudas auditivas*
___Exams of reduced length / *Examenes de tiempo reducido*
___Extra time to complete exams */Tiempo adicional para completer examen*
___Retake tests / *Volver a tomar pruebas*
___Reduce number of essay questions / *Reducir numero de preguntas escritas.*
___Read test to student—allow oral response / *Leer prueba a estudiante—permitir respuestas orales.*
___Allow test to be taken in resource / CMC room / *Permitir tomar pruebas en clase de Recurso – Centro de Maestria*
___Modify weights assigned to tests / *Modificar el valor de la prueba*
___Highlighted materials for emphasis / *Materiales iluminados para enfasis*
___Altered format of materials / *Forma alterada de materials*
___Study aids / manipulatives / *Ayudas para estudiar / manipulativos*
___Large print materials */ Amplificacion de material impreso*
___Clearly defined limits / *Limites claramente definidos*
___Positive reinforcement / *Refuerzos positivos*
___Frequent breaks / *Recesos frecuentes*
___Private discussion regarding behavior / *Discusion en privado sobre el comportamiento*
___In-class timeout / *Tiempo aparte dentro de la clase*
___Supervision during transition time / *Supervision durante actividades de transicion*
___Calculators / *Calculadoras*
___Augmentative communication device / *Aparatos para aumentar la comunicacion*
___Provide a copy of the notes / *Proveer copias de apuntes*
___Braile materials / *Materials en Braille*
___Computer / *Computadora*
___Large print materials / *Materiales impresos amplificados*



Placement is the last thing discussed. The questions surrounding placement is, "where is the less restrictive placement where these goals and objectives can be met?"

* The A.R.D. begins at the base of the triangle because it is the foundation for everything the committee does!

A.R.D. Process

Recommended ARD Agenda

Introduce members of the committee; determine if an interpreter (taping) is needed.

If the A.R.D. is conducted in a language other than English, it must be taped for the parent

State the purpose of the ARD.

Transition Planning if Applicable

Review all available data
- Referral data (initial ARD)
- Assessments reports including eligibility
- Teacher information
- Parent information

Determine education needed
- IEP and / or BIP development
- Placement
- Modification(s)
- TAKS Exceptions

Review assurances

Obtain Signatures
Regularly required ARD membership
- Administrator / LPAC representative
- Assessment
- Parent or adult child
- General education and Special Education Teacher

Additional Membership for special circumstances
- Visually impaired students (VI certified)
- Auditorily impaired students (AI certified)
- Vocational class placement-vocational administrator or designee or vocational course teacher
- LPAC representative

Related Services

Related Services

Orientation and Mobility

Counseling

Physical Therapy

Occupational Therapy

Audiology

Medical

Homebound

Psychological Services

Transportation

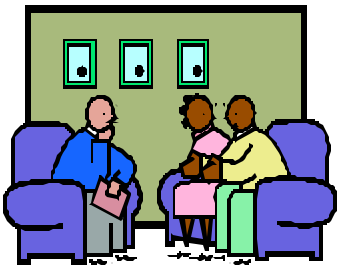
Recreation

Speech / Language Therapy

Parent Counseling / Training

Social Work Services

Early Identification



Related services:

- ☑ to qualify for a related service, you must first go to A.R.D. and establish a need for an assessment.
- ☑ once the need has been established, an assessment will be conducted.
- ☑ are based on written assessments / reports from related service personnel
- ☑ some related services require a doctor's letter before the school will provide a particular related service.
- ☑ must be written into the I.E.P. to include
    - how often the service will be provided
    - how long each session will last
    - type of related service professional needed
    - when the service will begin and end

Least Restrictive Environment

Continuum of Services Available

Students with disabilities have the right to be educated in the regular school setting to the maximum extent appropriate. They should be placed in a separate class or on a separate campus only when a less restrictive alternative is not appropriate. To meet this requirement, Clint I.S.D. has the following special education instructional arrangements available to provide appropriate placement for all students with disabilities:

LEAST RESTRICTIVE *

General Education Classroom

The General Education Classroom with Consultative Assistance or Direct Services from an Inclusion Teacher

Content Mastery Support

General Education Classroom with Resource

Self-Contained Special Education plus Resource Support

Full-time Self Contained Special Education Class

Homebound / Home Based Instruction

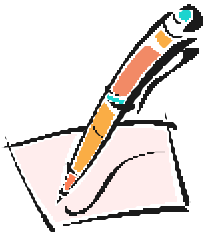
Residential Placement

MORE RESTRICTIVE

* This focus on maintaining students in the least restrictive environment applies not only to the educational setting but extracurricular opportunities as well.

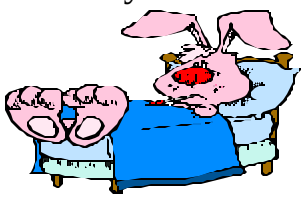
What happens after the I.E.P. is written?

- Before you leave the meeting, you should be given a copy of your child's I.E.P.
- Everyone who works with your child will have access to the I.E.P.'s and know what they need to do to include:
  - modifications
  - accommodations
  - supports
- As the parent you will be informed on a regular basis of your child's progress, at least once a six week period. You should receive the progress report at the same time reports go out.
- Your child's I.E.P. will be reviewed at least once a year. This is called an annual A.R.D.
- The I.E.P. can be reviewed more often if the parent or school makes the request. At this time, these will be reviewed:
  - student performance
  - goals / objectives
  - need for further testing
  - and / or any other concerns
- Every three years the A.R.D. committee will determine if there is a need for your child to be re-evaluated. This is done to determine if he / she continues to meet the criteria as a 'child with a disability', and what his / her educational needs currently are.



Notes

What if your child is ill and will be out of school for a few days?

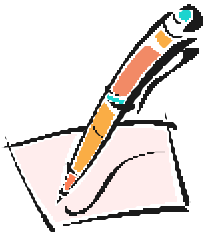


1. Contact the school
2. Speak with the teacher
3. Request homework and / or assignments
4. Pick up assignments from school
5. Return completed work and pick up additional assignments until your child returns to school.

Homebound Services

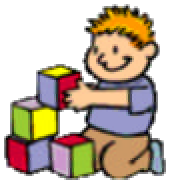
If your child is ill, or recovering from an accident or surgery and will be out of school for at least four weeks, you can request homebound services. When a student qualifies for homebound services, a teacher would provide instruction at home to keep your child current with his / her school work. To qualify for these services:

1. The physician would have to indicate that your child will need to remain at home for a minimum of 4 weeks.
2. Contact your campus diagnostician, to request an A.R.D..
3. Services cannot be provided without an A.R.D. and having the doctor complete the required form.



Notes

Who do you call when……..?



You have concerns about your child's instruction?
Speak with your child's teacher(s):

classroom teacher	phone #
classroom teacher	phone #
adaptive p.e. teacher	phone #
teacher of the auditorily impaired	phone #
teacher of the visually impaired	phone #
homebound teacher	phone #

You have concerns about transportation?
Speak with the transportation department.

name	phone #

You have concerns about behavior / discipline?
Speak with the counselor, teacher, or administrator.

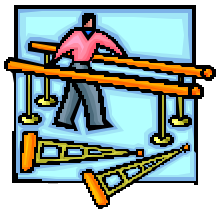
name	phone #
name	phone #
name	phone #

You have concerns about the A.R.D.?

Speak with the Diagnostician

_____ _____

classroom teacher phone #



You have concerns about a related service?

_____ _____

physical therapist phone #

_____ _____

speech pathologist phone #

_____ _____

occupational therapist phone #

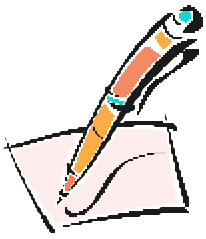
_____ _____

counselor phone #

You have concerns about your child's health?

_____ _____

campus nurse phone #



Notes

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