



POINT ISABEL ISD

Special Education Procedures



Point Isabel ISD

SPECIAL EDUCATION

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MISSION

The mission of the Point Isabel Independent School District Special Education Program is to work collaboratively with all educational stakeholders in order to meet the needs of all students with disabilities, to provide them with a Free Appropriate Public Education (FAPE) and to ensure that all students with disabilities are prepared to transition from the public school setting into the community as skilled life-long learners and integrated citizens.

VISION

Point Isabel ISD Special Education believes that all students with special needs must be challenged to reach their highest potential both academically and socially, and must be given instruction, support, and resources in the least restrictive environment based on individual needs.

CHILD FIND

https://drive.google.com/file/d/1s0Phue75z0_GD5hSdeZfdPdFCfONPI6C/view

Access to Child Find is part of your child's Free and Appropriate Public Education (FAPE).

Your child must have an educational need for services, which can not be provided in general education. The ARD Committee must determine how the disability affects participation in age appropriate activities.

Description/Purpose:

The purpose of Child Find is to locate, identify, and evaluate children from birth to 21 years of age and their possible need for special education and related services. Child Find is a free referral and information service available through local education agencies (PIISD) and Education Service Center Region One.

Early Childhood:

If you are a parent of a 3-5 year old who is not enrolled at a PIISD campus, please contact your residential campus (PIISD residents).

School Age

If you are a parent of a 5-21 year old who is enrolled at a PIISD campus, please contact your child's teacher to begin the referral process.



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Private School/Proportionate Share:

Each year Point Isabel ISD must set aside a proportion of federal funds for children placed in private schools by their parents, and who have been identified with special needs. If you are a parent of a child enrolled in a private school that resides within the PIISD boundaries or attends a private school within PIISD boundaries, please contact your residential campus (PIISD residents) or the campus closest to your child's private school. Please note that proportionate share funds are limited and distributed on a first come, first serve basis.

Referral Process:

Referrals may be initiated by parents, (ECI) Early Childhood Intervention agencies or campus staff.

Students receiving services through ECI will be transitioned into the public school system starting as early as 120 days prior to their 3rd birthday.

A physician or community agency may recommend that your child be referred for evaluation; however the parent must initiate the request with the district.

Eligibility:

Your child must have a disability as defined through federal and state guidelines. As a result of this disability, your child must demonstrate an educational need for services.

Disability categories include the following:

- Auditory Impairment*
- Autism
- Deaf-Blind*
- Emotional Disturbance
- Specific Learning Disability
- Intellectual Disability
- Multiple Disabilities
- Non-Categorical Early Childhood
- Orthopedic Impairment
- Other Health Impairment
- Speech/Language Impairment



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- Traumatic Brain Injury
- Visual Impairment*

*Services may begin at birth for children with visual and/or auditory impairments.

FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

§300.17 Free appropriate public education. Free appropriate public education or FAPE means special education and related services that—

- (a) Are provided at public expense, under public supervision and direction, and without charge;
- (b) Meet the standards of the SEA, including the requirements of this part;
- (c) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and
- (d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of §§300.320 through 300.324. (Authority: 20 U.S.C. 1401(9))

§300.101 Free appropriate public education (FAPE).

(a) General. A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in §300.530(d).

(b) FAPE for children beginning at age 3.

(1) Each State must ensure that--

- (i) The obligation to make FAPE available to each eligible child residing in the State begins no later than the child's third birthday; and
- (ii) An IEP or an IFSP is in effect for the child by that date, in accordance with

§300.323(b).

(2) If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP or IFSP will begin.

(c) Children advancing from grade to grade.

(1) Each State must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

(2) The determination that a child described in paragraph (a) of this section is eligible under this part, must be made on an individual basis by the group responsible within the child's LEA for making eligibility determinations.

(Authority: 20 U.S.C. 1412(a)(1)(A))



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Who Is Entitled to FAPE?

All qualified persons with disabilities within the jurisdiction of a school district are entitled to a free appropriate public education.

For elementary and secondary education programs, a qualified person with a disability is a person with a disability who is:

- of an age during which it is mandatory under state law to provide such services to persons with disabilities;
- of an age during which persons without disabilities are provided such services; or
- entitled to receive a free appropriate public education under the *Individuals with Disabilities Education Act (IDEA)*.

(<https://www2.ed.gov/about/offices/list/oea/docs/edlite-FAPE504.html>)

EVALUATIONS

§300.304 Evaluation procedures.

(a) Notice. The PIISD will provide notice to the parents of a child with a disability, in accordance with §300.503, that describes any evaluation procedures the PIISD proposes to conduct.

(b) Conduct of evaluation. In conducting the evaluation, the PIISD will –

- (1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining--
- (2)
 - (i) Whether the child is a child with a disability under §300.8; and
 - (ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);

(2) Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

(3) Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.



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(c) Other evaluation procedures. The Point Isabel ISD must ensure that—

(1) Assessments and other evaluation materials used to assess a child under this part--

(i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;

(ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;

(iii) Are used for the purposes for which the assessments or measures are valid and reliable;

(iv) Are administered by trained and knowledgeable personnel; and

(v) Are administered in accordance with any instructions provided by the producer of the assessments.

(2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

(3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

(4) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

(5) Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with §300.301 (d)(2) and (e), to ensure prompt completion of full evaluations.

(6) In evaluating each child with a disability under §§300.304 through 300.306, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.



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(7) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

What is included in the evaluation? <https://www.texasprojectfirst.org/node/163>

As part of the evaluation, the evaluator(s) must:

Assess your child in all areas where he or she may have a disability. This includes health, vision, hearing, social-emotional, general intelligence, academic performance, communication, and physical abilities.

Use different strategies and valid (acceptable) and reliable (dependable) assessments, to come up with your child's developmental and academic functioning. This ensures the assessment tests what it is designed to test, if not; the results are questionable and can not be used to decide eligibility.

Use assessments that are specific to the suspected or diagnosed disability. For example, if a child is suspected of or diagnosed with a vision or hearing problem or autism, the district must use tests and follow evaluation procedures specific to those disabilities.

Include information given by you that may help in making a decision. Your information can help decide whether your child has a disability. It will also help decide the education services your child will need to be involved in and improve in the general education curriculum.

Use tests that do not discriminate based on race, culture, disability and gender. Do the evaluation in the child's native language (for example, Spanish) or other types of communication (for example, sign language).

Know how to give the tests they decide to use, and give each test according to its instructions. As part of the evaluation, **the evaluator(s) should:**

Include the observations and opinions of professionals who have worked with your child; Include medical information that has to do with your child's learning.

When will the evaluation be completed?

If this is the initial evaluation, it is required to be completed within 45 school days (with some exceptions) of the school gaining your consent to evaluate.

Within 30 calendar days of completing the full initial and independent evaluation, the ARD committee (this includes parents) will meet to discuss the evaluation report.

If this is a reevaluation, the ARD Committee, which includes you, should decide together when the evaluation should be completed and document this date within the IEP.



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Additional Resources:

Texas Education Agency [Timeline](#)

ARD Types

Annual Review (w/REED or Three Year Re-evaluation, when due)

The purpose of this ARD/IEP meeting is to address and review annually the student's special education eligibility, program and placement. This ARD/IEP meeting will review the student's academic and/or behavioral progress; develop appropriate goals and objectives, modifications/accommodations, and other necessary support services during this meeting.

Initial

The purpose of this ARD/IEP meeting is to determine the eligibility of a student referred for special education services. At this meeting, the results of a Full Individual Evaluation (FIE) will be discussed. If the student is eligible for special education services and supports, program and placement will be determined

Dismissal and/or Dismissal/Graduation/ Does Not Qualify (DNQ)

The purpose of this ARD/IEP meeting is to make decisions concerning the dismissal of students from special education. This occurs when a student no longer meets eligibility for services based on formal evaluation(s). In addition, a dismissal ARD/IEP meeting must be convened when a student has completed the requirements for graduation and a change of placement has been determined.

Manifestation Determination Review

The purpose of this ARD/IEP committee meeting is to determine whether the student's behavior is a manifestation of his/her disability. That is, did the student's disability impair the student's ability to understand the impact and consequences of the behavior subject to disciplinary action? In addition, the committee also determines whether the student's IEP was appropriate at the time of the incident.

Special Review

The purpose of this ARD/IEP meeting is to address and review the student's continued special education eligibility, program, and placement. A determination of the need for a re-evaluation can be discussed. This ARD/IEP meeting will review the student's



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academic and/or behavioral progress; develop appropriate goals and objectives, modifications/accommodations, and other support services during this meeting.

Temporary Placement of Transfer Student

The purpose of this ARD/IEP meeting is to make decisions concerning the educational program of a student transferring into the district from another school district. The student must have been in special education in another school district as verified by written documentation or telephone contact. Temporary placement is for 30 school days, only. Within 30 school days from identifying the student as a student in Special Education, the ARD/IEP committee must meet to hold a Permanent Placement/Annual ARD meeting.

Transition

The purpose of this ARD/IEP is to plan for student's transition to high school/post high school education and/or workforce training. Transition ARDs must be held no later than age 16. Based upon **completed, age appropriate, transition assessments**, the ARDC meeting **discusses measurable, annual, and postsecondary goals** based on student interests.

SCHEDULING ARDs

- All campuses are responsible for scheduling ARD'S within annual timelines. Annual ARD'S must be held before the previous Annual ARD date. Example: Annual ARD was held 9/01/07. Annual ARD must be held on or before 8/31/08. If 9/01/08 falls on a weekend, ARD must be held on or before 8/31/08.
- ARD'S will be scheduled at least one month prior to annual due date to allow for rescheduling.
- Any ARD that is held out of timeline will fall under the non-compliance indicator in the State Performance Plan.
- All campuses will be responsible for notifying all required members of the ARD (GE Teacher, Diagnostician, Speech Therapist, Counselor, OT, PT, AI, VI, O&M, Parent).
- Diagnostician and related service personnel will notify campus of any special ARD'S that need to be scheduled so campus can schedule the ARD.
- The Special Education teacher will prepare and print the invitation.
- For those inviting an Agency, notice must be mailed to Agency one month in advance.



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- The Special Education teacher will send/mail the invitation and Procedural Safeguards Booklet (for Annuals and MDR) home with the student at least one week (5 school days) prior to the ARD.
- E-mail invitations to teachers.
- The Special Education teacher will follow up the next day with the student.
- The Special Education teacher will call the parent the day before the ARD.
- The Special Education teacher will remind the General Education teacher the day before the ARD.
- The SE teacher will keep documentation of all parental contacts including when invitation was sent/mailed with student and Agency.
- All parents of adult students will be notified of the ARD in case they want to attend.
- ALL 8th grade students and High School students will attend their Admission Review and Dismissal Committee.

ARD ADMINISTRATOR RESPONSIBILITIES

- The campus SPED administrator will assign a case manager to students receiving special education services (i.e. special education teacher, speech language pathologist, etc.) at the beginning of the year
- The campus SPED administrator will print an Annual Review due by Month Report and distribute to case managers. This will be done monthly.
- The campus SPED administrator will serve as the LEA representative in an ARD meeting.
- The SPED administrator is able to commit campus resources and/or seek guidance for district resources.
- The SPED ARD administrator should begin all ARDs with the statement of Confidentiality and Conduct.
- The administrator should support the reason for the meeting and try to 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 SPED administrator are required to indicate agree or disagree. The SPED admin is the designated representative for the district.
- ARD committee members, including the SPED administrator, can serve as the LPAC representative as long as that individual has received LPAC training for the current school year.
- State Assessment Eligibility forms (i.e. STAAR Alt 2) must be explained and initialed by the SPED administrator sitting at the ARD.



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- The SPED 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 SPED administrator should ensure that every ARD member is prepared to review student information (e.g. special education teacher, general education teacher, evaluator, etc.).
- The SPED administrator must ensure the decisions made at ARD are carried out with fidelity.
- The SPED administrator must have a solid foundation of special education and should seek professional development to acquire and/or maintain knowledge of special education.
- The SPED administrator must maintain professionalism before, during, and after the ARD.
- The SPED administrator must remain in the ARD the entire duration of the ARD.
- The SPED administrator should ensure implementation of any expectation documented in the ARD, including items addressed in the deliberations.
- 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 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(s) to brief you days before an ARD that may have issues that will need to be addressed so this gives you time to prepare.
- The ARD administrator must submit an updated and correct PEIMS form via email to Fernando Lopez.
- Upon conducting an ARD meeting, the ARD administrator will make sure all required areas were addressed (using the *ARD Agenda*).

HOW TO PREPARE FOR AN ARD MEETING

TASKS – AT THE BEGINNING OF THE YEAR	
	Review your caseload - EPSED report by Annual due and FIE dates. provided by SPED administrator monthly
	Schedule ALL annuals at the beginning of the school year (August) with the SPED administrator.
	Enter scheduled annuals in email calendar and send e-vites to appropriate staff – at the beginning of the school year Include the diagnostician in all e-vites
	Communicate with Diagnostician/SLP/OT/OT/SPED Counselor etc to coordinate date of annual review with three year review date, whenever possible.
	Complete progress reports every report card period and final progress report at annual. Case manager is responsible for progress report being complete (i.e. data from related/instructional staff is entered) prior to archiving and printing hardcopies.
	A copy of progress reports need to be turned in to the diagnostician for filing in SPED folder.



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CASE MANAGER RESPONSIBILITIES

1. Create draft ARD 30 days before the Annual ARD is scheduled
2. 2-4 weeks prior to the ARD, Request and obtain feedback from General Education teachers, obtain teacher input including recommended accommodations.
3. Send out Notice of ARD meeting to **ALL RELEVANT** ARD participants, procedural safeguards and receipt of procedural safeguards to parent at least 5 school days prior to ARD meeting. In order to ensure compliance for Annual ARDs and to anticipate possible lack of attendance, please plan for first invite to be sent home 30 days prior to the Annual anniversary due date.
4. The day the ARD invitation is sent home, call parent(s) to notify them of the upcoming ARD meeting and inform them that an ARD invitation is being sent home with their child.
5. Follow up with the parent within 2-4 weeks if the ARD invitation has not been returned.
6. Invite the student to the meeting, if applicable. In PIISD, students with disabilities in grades 6 – 12 are invited to their ARD meetings. The students are also encouraged to prepare for and participate in their ARD meetings to the maximum extent possible with support from their family and school.
7. Set up calendar invite with a reminder that will be sent 2 days prior to the ARD to the appropriate staff: general education teacher, diagnostician, and related service providers. Please remember to notify SLP, PT, OT, special education counselor or any additional related/instructional staff of scheduled ARD meetings.
8. Phone parent to remind him/her of ARD meeting (if appropriate) one day prior to the ARD to confirm attendance to the meeting or other options such as rescheduling the meeting, having the ARD via telephone, or grant permission to hold the ARD without them, etc.
9. Keep documentation of all parent contacts in a communication log. One is available in ESPED.
10. Verify if student is an English Learner (EL). Students with Parental Denials are still EL students, and the LPAC Representative is a required ARDC member. Include TELPAS results and LPAC recommendations in ARD documentation.
11. Verify if meeting will be conducted in English or Spanish (so that an interpreter is invited) and so that notices are in the parent's native or understandable language.



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12. Gathers relevant information such as grades, district/state assessments (STAAR/benchmarks), TELPAS, attendance, and discipline history, etc.
13. If the student has a health plan, gets an updated version from the school nurse.
14. Prepare relevant pages of the ARD documents including supplements. 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. Make sure dates in all sections of the ARD document are correct.
15. When appropriate, prepares Functional Behavior Assessment/Behavior Intervention Plan for all students with Emotional Disturbance, students with Autism and any other student for whom it would be appropriate.
16. Forty-eight hours prior to the ARD, the CM must notify the SPED administrator for review. These 48 hours will provide the special education teacher time to make corrections, gather documents that may be missing, and make sure nothing is left blank in the documents.
17. Completes documentation of progress/ mastery of goals/objectives (i.e., update old IEPs- *not applicable to initial ARD meetings*). * Archive the final progress report after the meeting concludes BEFORE making the draft active. Print using the following: IEP Progress Goals/Objective. Do NOT archive or print All Periods.
19. Prepares transition needs and/or services discussion by interviewing student ages (14-21)
20. Drafts new Standards-Based-IEP goals/objectives and Behavior Intervention Plan (BIP) if appropriate.*
21. Prepares for graduation and/or endorsement options (secondary).*
22. Confirms all required ARDC members will be present for the meeting. If parent is a 'no show,' please advise required members as soon as possible. Reschedules the meeting date (with at least a 5 school day notice) and advises all required members of date change via e-vite. **
23. Notifies evaluation staff of any new evaluation requests **prior to the ARD**. (Evaluation staff prep Evaluation/Assessment page if evaluation is needed; if additional information is to be requested, print Notice and Consent for Evaluation forms.)



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24. Submits ARD documentation to the Diagnostician immediately after ARD (if additional ARD paperwork/signatures are pending, CM must submit 24 to 48 hours from date of ARD).

*Remember that the Procedural Safeguards should be sent home with the ARD invitation. A receipt of procedural safeguards should also be sent home for the parent to sign and return. ESPED allows for digital signature of ARD invitation and receipt of procedural safeguards. The hardcopy is in case the parent does not show to the meeting.

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

Three ARD invitations with a minimum of 5 school day notice are required before the ARDC can conduct a meeting without the parent. Each notice **MUST** represent a date having provided the parent with a minimum of 5 school day notification each time. ARD notices should be sent using a variety of delivery methods (i.e. email, home visit, sent home with student). All documented efforts to conduct the ARD meeting should be documented in the ARD invitation, as well as in the ARD deliberations (dates of notification, letters sent home, phone calls, home visits, etc. in addition to the parent contact log).

REQUIRED MEMBERS

Parent/Adult Student: The parents of the child with a disability or adult student. When the parent/adult student declines to attend the meeting, efforts to obtain input should be well documented in the deliberations and in the ARD parent concerns section.

Student: The child with a disability, if appropriate, shall be invited to the annual ARD meeting and participate to the greatest extent possible with support from their family and school. Expectations for participation are individualized based on the student's unique strengths and needs.

General Ed Teacher: At least one general education teacher of the student is expected to attend and to participate in the implementation of the child's Individualized Education Program (IEP).

Special Ed Teacher: At least one special education teacher, who is appropriately certified or licensed, is expected to attend and to participate in the implementation of the child's Individualized Education Plan (IEP).

Administrator: A representative of the school district, who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities and is knowledgeable about the availability of resources of the school district.



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Evaluation Personnel: An individual, who can interpret the instructional implications of evaluation results, and who may constitute a required member.

AI Teacher: A teacher, who is certified in the education of children with auditory impairments, and for the child with a suspected or documented auditory impairment, including suspected or documented deaf-blindness.

VI Teacher: A teacher, who is certified in the education of children with visual impairments, and for the child with a suspected or documented visual impairment including suspected or documented deaf-blindness.

LPAC Rep: A member of the language proficiency assessment committee for a child identified as an English Learner (EL), who assists in addressing a child's language needs.

CTE Rep: A representative from Career and Technical Education (CTE), preferably the student's teacher, who assists in considering initial or continued placement of the child in CTE.

Other: Other individuals who have knowledge or special expertise regarding the child at the discretion of the parent, including related services personnel, as appropriate, including Early Childhood Intervention (ECI) program representatives at the request of the parent, nurses, school counselors/social workers; and if appropriate, with Consent for Disclosure of Confidential Information, a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

RELATED SERVICES

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Speech-Language Therapy Services

In Texas, speech-language therapy is considered an instructional service. This means it can be a stand-alone service as well as a support in order to receive benefit from other special education services. The delivery of speech services is determined on an individual basis based on student needs. A student may be determined to be a student with a speech or language impairment if:



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The student has a communication disorder such as fluency/stuttering, an articulation impairment, a language impairment, and/or a voice impairment (referred by a doctor) that adversely affects the student's educational/social performance.

Occupational Therapy

Means services provided by a Licensed Occupational Therapist and includes - (A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; (B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and (C) Preventing, through early intervention, initial or further impairment or loss of function.

"Occupational Therapy is the therapeutic use of everyday life activities (occupations) with individuals or groups, for the purpose of enhancing or enabling participating in roles, habits, and routines in home, school, work place community and other settings. Occupational therapy practitioners are concerned with the end result of participation and thus enable engagement through adaptations and modifications to the environment or objects within the environment when needed." (Occupational therapy practice framework: domain & process, 3rd Edition (2014). American Journal of Occupational Therapy (AJOT). 68 (Supplement 1). S44.

Physical Therapy

Physical therapy means services provided by a licensed physical therapist.

"Physical therapists are health care professionals who help individuals maintain, restore, and improve movement, activity, and functioning, thereby enabling optimal performance and enhancing health, well-being, and quality of life." The Physical Therapist Scope of Practice (2015). American Physical Therapy Association.

As providers of Physical Therapy in the school system, Physical Therapists provide services under Part B of the Individuals with Disabilities Education Act (IDEA). Under IDEA physical therapists, "work collaboratively with a student's IEP team and participate in screening, evaluation, program planning, and intervention. As a member of the IEP team, physical therapists design and implement physical therapy interventions - including teaching and training of family and education personnel and measurement and documentation of progress - to help the student achieve his/her IEP goal. Physical therapists assist students in accessing school environments and benefitting from their educational program." Fact Sheet on Providing Physical Therapy in Schools under IDEA 2004 (2009). American Physical Therapy Association, Section on Pediatrics.



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Special Education Counseling

Special Education Counseling as a related service may be provided to students with disabilities who have chronic severe behavioral, emotional, or social difficulties and additional school supports are required to help the student achieve annual goals.

Special Education Counseling services, according to IDEA, means services provided by qualified social workers, psychologists, or special education counselors. In Point Isabel ISD, these services may be provided by qualified social workers, Licensed Specialists in School Psychology (LSSPs), or professional special education school counselors. Related services special education counseling is assisting students to benefit from specialized instruction provided in special education.

Parent training emphasizes the importance of parents as active participants in their child's education. According to IDEA, parent training means: (a) assisting parents in understanding the special needs of the student, (b) providing parents with information about child development, and (c) helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or Individual Family Service Plan (IFSP). Parent training is identified by the Texas Education Agency (TEA) as one of the eleven strategies or options an ARD/IEP Committee may choose for a student with autism in order to facilitate carry-over of communication skills or behavior strategies in the home. Related services are provided to an eligible student with a disability at no cost to the parent or guardian.

DISCIPLINE

The Texas Behavior Support Initiative (TBSI) is the Texas Education Agency's (TEA) response to federal regulations such as the Individual with Disabilities Improvement Act and No Child Left Behind and state regulations, including [Senate Bill 1196](#), [TAC 89.1053](#) and the [TEC Chapter 37](#), regarding research-based practices and standards school districts may employ when addressing challenging student behaviors, as well as procedures and policies which must be addressed by local education agencies (LEA's).

Traditional methods of addressing inappropriate student behavior include: parent conferences, a variety of consequences based on the school district's student code of conduct.

Students with special needs follow disciplinary action(s) based on Student Code of Conduct and/or student's Individual Education Plan (IEP), as determined by the Annual, Review, and Dismissal Committee (ARDC).

Resource

<https://www.pi-isd.net/cms/lib/TX01918769/Centricity/Domain/284/Point%20Isabel%20SCOC%202019.2020.3.pdf>



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DYSLEXIA

Point Isabel ISD provides specialized instructional support to students, who have been identified as having dyslexia. Dyslexia manifests in difficulties with phonemic awareness, decoding, reading fluency or spelling. In most cases, these difficulties are unexpected given the student's cognitive abilities.

The Texas Education Code (TEC) §38.003 defines dyslexia as a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

If you suspect your child may have dyslexia, or if you have further questions regarding the district's dyslexia program, contact the campus administration.

Resource

[https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook Approved Accomodated 12 11 2018.pdf](https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook%20Approved%20Accommodated%2012%2011%202018.pdf)

EXTENDED SCHOOL YEAR (ESY)

Extended school year services (ESY) services means special education and related services that are provided to a child with a disability beyond the normal school year of the public agency in accordance with the child's individualized education program (IEP) at no cost to the child.

The provision of ESY services is limited to the educational needs of the child and must not supplant or limit the responsibility of other public agencies to continue to provide care and treatment services pursuant to policy or practice, even when those services are similar to, or the same as, the services addressed in the child's IEP.

The need for ESY services must be determined on an individual basis by the admission, review and dismissal (ARD) committee. Point Isabel ISD ensures that ESY services are available, as necessary, to provide free appropriate public education (FAPE) and ESY services must be provided only if a child's ARD committee determines, on an individual basis, that the services are necessary for the provision of FAPE. If Point Isabel ISD does not propose ESY services for discussion at the annual review of a child's IEP, the parent may request that the ARD committee discuss ESY services.

The ARD committee must determine the need for ESY from formal and/or informal evaluations provided by the district or the parents. For a child enrolling at Point Isabel ISD during the school year, information obtained from the prior school district, as well as information collected during the current year, may be used to determine the need for ESY services.