



Special Education Resource Guide

Welcome to the Pflugerville ISD Special Education Guide for District & Campus Administrators. This is intended to provide you the basic information needed to assist in the support of special education services on your campus.

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General Information

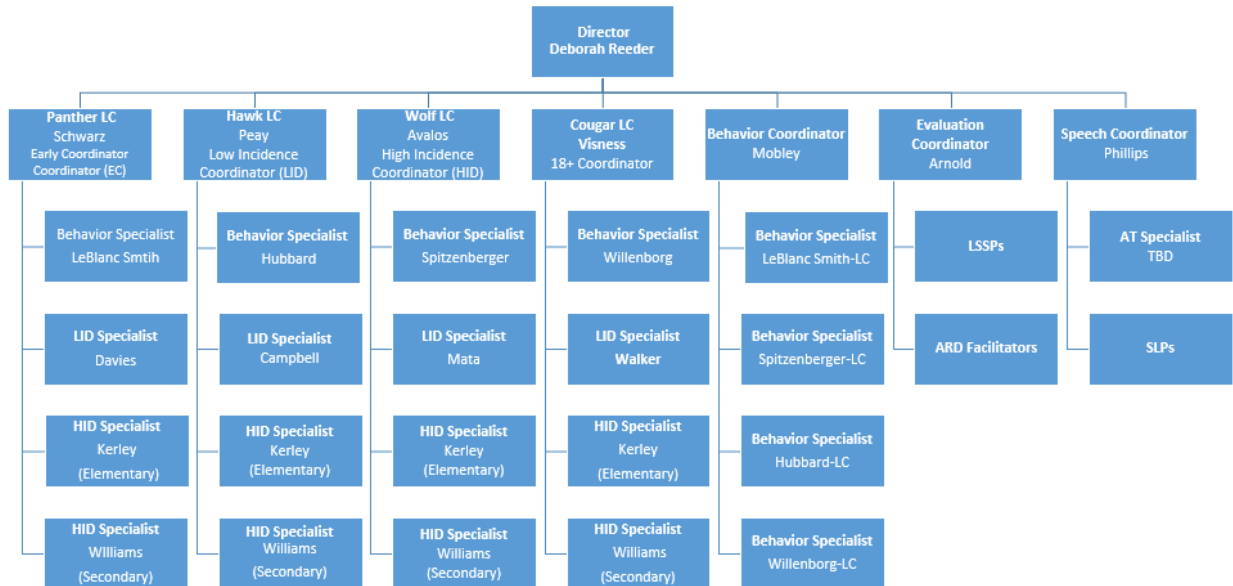
Department Vision

To provide an inclusive environment with high quality instruction and support services that enable all students to achieve their full potential.

Quality Standards

- All students are served in general education settings to the greatest extent appropriate.
- All students are taught appropriate grade level TEKS/standards. Instruction, supports, and services are provided to students based on research-based, best practice.
- All staff facilitate & support instruction & learning of all students. Staff attend regular professional learning opportunities that facilitate and support quality instruction and implement such practices in their work, with regular monitoring & support from campus and district staff and administration.
- Parents are key members of their child’s team and we encourage proactive, collaborative communication about their student’s needs, services, and progress.
- District special education supports, services, and documentation are in compliance with local policy and state and federal standards.

Special Education Department Organization Chart



District Staff

	Title	Name	Phone Extension	Email Address
District Leadership	Executive Director of Special Programs	Cara Schwartz	40068	Cara.Schwartz@pfigd.net
	Director of Special Education	Deborah Reeder	40147	Deborah.Reeder@pfigd.net
Coordinators	Behavior Coordinator	Shahla Mobley	40165	Shahla.Mobley@pfigd.net
	Evaluation Coordinator	Ashley Arnold	40174	Ashley.Arnold@pfigd.net
	Speech Services Coordinator	Jennifer Phillips	40178	Jennifer.Phillips1@pfigd.net
	Panther LC/Early Childhood Coordinator	Julie Schwarz	40173	Julie.Schwarz@pfigd.net
	Hawk LC/ LID Coordinator	Ashley Peay	40168	Ashley.Peay@pfigd.net
	Wolf LC/ HID Coordinator	Virginia Avalos	40186	Virginia.Avalos@pfigd.net
	Cougar LC/18+ and Transition Coordinator	Chris Visness	40177	Christopher.Visness@pfigd.net
Specialists	Assistive Technology Specialist		40181	@pfigd.net
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	Special Education LID Specialist- Panther LC	Jann Davies		Jann.Davies@pfigd.net
	Special Education LID Specialist- Wolf LC	Bel Mata		Isabel.Mata@pfigd.net
	Special Education LID Specialist- Cougar LC	Tammi Walker		Tammi.Walker@pfigd.net
	Behavior Specialist- Panther LC	Erin LeBlanc		Erin.Leblanc@pfigd.net
	Behavior Specialist- Wolf LC	Danielle Spitzenberger		Danielle.Spitzenberger@pfigd.net
	Behavior Specialist- Hawk LC	Morgan Hubbard		Morgan.PhillipHubbard@pfigd.net
	Behavior Specialist- Cougar LC	Dana Willenborg		Dana.Willenborg@pfigd.net
	Specialist Elementary High Incidence	Lauren Kerley	40179	Lauren.Kerley@pfigd.net
	Specialist Secondary High Incidence	Katherine Williams	40155	Katherine.Williams@pfigd.net
Administrative Support	Executive Admin Associate <i>Executive Director</i>	Sarah Coleman	40164	Sarah.coleman@pfigd.net
	Senior Admin Associate <i>Assistive Technology</i>	Jennifer O'Neil	40180	Jennifer.Oneil1@pfigd.net
	Senior Admin Associate <i>PEIMS/Transportation/Records</i>	Rhonda Smith	40195	Rhonda.Smith@pfigd.net
	Senior Admin Associate <i>MSB/Filing/Child Find Referrals</i>		40169	@pfigd.net

Disability Codes

For PEIMS purposes, each student receiving special education services must have a disability code that indicates their primary qualifying disability.

Code	Description	Code	Description
00	No Disability	07	Emotional Disturbance
01	Orthopedic Impairment	08	Learning Disability
02	Other Health Impairment	09	Speech Impairment
03	Auditory Impairment	10	Autism
04	Visual Impairment	13	Traumatic Brain Injury
05	Deaf-Blind	14	Non-categorical Early Childhood
06	Intellectual Disability		

Instructional Arrangements

State and federal government monitor the instructional arrangements of students with disabilities to ensure students are served in their least restrictive environment. The federal definitions of instructional arrangements are below:

Most Common Instructional Arrangements		
Code	Federal Definition	Explanation
00	No Instructional Setting	Services not provided in an instructional classroom (ie speech services)
01	Homebound	Instruction & services are provided at home by qualified staff
40	Mainstream	Services are provided without any time outside of a regular education classroom (ie accommodations only or inclusion setting)
41	Resource Room < 21%	Less than 21% of the student's instructional time during the school day is spent in a special education setting
42	Resource room at least 21% and less than 50%	Between 20% and 50% of instructional day is spent in a special education setting
43	Self-contained, regular campus at least 50% and no more than 60%	Between 49% and 61% of instructional day is spent in a special education setting (ie combination of unit/resource & inclusion)
44	Self-contained, regular campus more than 60%	Greater than 60% of instructional day is spent in a special education setting (ie unit)
45	Full time early childhood special education setting	Children, ages 3-5, whose services are provided in a special education setting 100% of the instructional day

Less Common Instructional Arrangements		
<u>Code</u>	<u>Definition</u>	<u>Explanation</u>
02	Hospital Class	Instruction & services provided in a hospital setting by qualified staff
08	Vocational Adjustment Class Program	Setting providing special education and related services to a student who is placed on a job with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP. This instructional arrangement shall be used in conjunction with the student's individual transition plan and only after the school district's career and technology classes have been considered and determined inappropriate for the student.
30	State School	Children with disabilities who receive education programs and live in public/private residential facilities during the school week. This includes children with disabilities receiving special education and related services for greater than 50% of the school day in public/private residential facilities This instructional arrangement/setting is for providing special education instruction to a student with disabilities who resides in an approved care and treatment facility and whose parents do not reside within the boundaries of the school district providing educational services to the student. In order to be considered in this arrangement, the services must be provided on a school district campus. (ie foster or group home placed students)
70	Texas School for the Blind and Visually Impaired	
71	Texas School for the Deaf	
50	Residential Nonpublic School Program	
81	Residential Care & Treatment (RCT), Mainstream	
82	RCT, Resource room < 21%	
83	RCT, Resource room at least 21% and less than 50%	
84	RCT, Self-contained, regular campus at least 50% and no more than 60%	
85	RCT, Self-Contained, regular campus more than 60%	
88	RCT, Vocational Adjustment Class/Program	
91	Off Home Campus, Mainstream	Instructional arrangements for providing special education and related services to the following: ① a student who is one of a group of students from more than one school district served in a single location when a free appropriate public education is not available in the respective sending district ① a student whose instruction is provided by school district personnel in a facility (other than a nonpublic day school) not operated by the school district; or
92	Off Home Campus, Resource room < 21%	
93	Off Home Campus and Resource Room at least 21% and less than 50%	
94	Off Home Campus, Self-contained, regular	

	campus at least 50% & no more than 60%	Ⓞ a student in a self-contained program at a separate campus operated by the school district that provides only special education and related services
5 95	Off Home Campus, Self-contained, regular campus more than 60%	
86	RCT, Separate Campus	
87	RCT, Community Class	Public Separate School Facility – Children with disabilities who received education programs in private/public separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in private/public separate schools.
96	Off Home Campus, Separate Campus	
97	Off Home Campus, Community Class	
60	Non-Public Day School	

Services & Programs

Definitions of Services

- Behavior Support Services –The goal of Behavior Support Services is to provide a full continuum of academic, social, emotional, and behavioral support to students in Special Education who have been diagnosed with an emotional disability, autism, and/or other significant social/emotional needs that prevent them from successfully accessing general education. Includes behavior support and Intensive Behavior Classroom (IBC)
- Early Childhood Special Education (ECSE) Services – early childhood special education (ECSE), students with disabilities ages 3-5. Includes PALS, PAAS, Pre-k/PPCD Inclusion, Pegasus, Three Year Old Program, Four Year Old Self-Contained, & Early Childhood Assessment Team (ECAT)
- Evaluation Services – includes ARD facilitation, testing & evaluation, and psychological and counseling services. Providers are ARD facilitators, Licensed Specialists in School Psychology (LSSPs), and Diagnosticians. Includes special education referrals, reevaluations, Child Find, and Early Childhood Assessment Team (ECAT).
- High Incidence Services – resource, inclusion, content mastery, and other areas that serve large numbers of students with disabilities.
- Low Incidence Services – self-contained settings such as Essential Academics and Communications units.
- Related Services – other services required to provide students the ability to access instruction. Includes Occupational Therapy, Physical Therapy, Auditory Impairment Education, Visual Impairment Education, Orientation & Mobility, and Adaptive Physical Education (See **Related Services** for definitions.)
- Speech Services – assists students with communication disabilities in articulation, language, voice, and/or fluency. Includes Preschoolers Acquiring Language Skills (PALS); services are provided by Speech Language Pathologists (SLPs) and Speech Language Pathologist-Assistants (SLPAs)
- Transition Services – provided to foster independence, self determination, agency involvement, and movement to postsecondary goals for all ages of students with disabilities, but primarily ages 14 to 22. Includes Vocational Adjustment Classrooms (VAC) and Pflugerville Community Connect (18+ program)

Non-PfISD Service Providers

The following information regarding non-PISD service providers can be found in **District Policy GKC(Local), 2nd paragraph and pg 61 of Student Handbook:**

Visits to individual classrooms during instructional time shall be permitted only with the principal's and teacher's approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

The following is based on district policy and the student handbook:

In order for a non-PISD service provider to visit a student during school hours, the campus must:

1. Have signed consent from a parent for the visitation in advance, including the specific purpose of the visitation, frequency, and duration, and
2. the non-PISD provider must have prior administrative and teacher approval, and
3. the non-PISD provider must report to the office and sign in, providing DL/ID, credentials, and a copy of the consent form.

In addition, the non-PISD provider may not visit if they are doing anything that interferes with the student's educational programming. **This would include pull-out therapy, in-class therapy, etc.** It is recommended that an administrator be present during the observation. (The only thing that might be appropriate is observation by an outside service provider.)

Locations of Services

All campuses provide the following services

- Resource & Inclusion
- Behavior Support
- Related Services
- Speech & Evaluation Services
- Special Transportation

Select campuses provide the following services through specialized units that are strategically located in the district

- Essential Academics (EA)
- Communications (COMM)
- Intensive Behavior Unit (IBC)

The chart below indicates locations of specialized classrooms in PfISD secondary schools.

Campus	Camp #	Essential Academics	Communications
Cele MS	048	X	X
Dessau MS	045	X	X
Kelly Lane MS	046	X	
Park Crest MS	043	X	
Pflugerville MS	041	X	
Westview MS	042	X	
Connally HS	003	X	X
Hendrickson HS	004	X	X
Pflugerville HS	001	X	X
Weiss HS	005	X	X

Select elementary campuses provide the following services through specialized units that are strategically located throughout the district

- ECSE Programs (Pegasus, Self-Contained, Three Year Old Program, etc.)
- Essential Academics (EA)
- Communications (COMM)
- Intensive Behavior Unit (IBC)

The chart below indicates locations of specialized classrooms in PfISD elementary schools.

Campus	Camp #	ECSE	PPCD / Self-Contained	Essential Academics	COMM	IBC
Barron	119	Dual Language Pegasus		K-5		
Brookhollow	108	Pegasus		K-5	K-5	
Caldwell	114	Three Year Old Program & Pegasus				
Copperfield	111	Dual Language Three Year Old Program and Four Year Old Self-contained			K-5	
Dearing	120	Pegasus		K-5		
Delco Primary	113	Prek/PPCD Inclusion & Dual Language Three Year Old Program				

		and Four Year Old Self-Contained				
Dessau	105	Three Year Old Program and Four Year Old Self-Contained				
Highland Park	116	Pegasus				X
Mott	121	Pegasus		K-5		
Murchison	112	Pegasus			K-5	
Northwest	104	Three Year Old Program		K-5		
Parmer Lane	102	Pegasus		K-5 (bilingual)		
Pflugerville	101	PALS & Dual Language Three Year Old Program and Four Year Old Self-Contained	X (w/ role models)	K-5		
Riojas	118	Three Year Old Program and Four Year Old Self-Contained	X			
River Oaks	107	Three Year Old Program and Four Year Old Self-Contained	X	K-2 and 3-5		
Rowe Lane	115	Pegasus		K-2 and 3-5		
Spring Hill	109	Dual Language Pegasus				
Timmerman	103	Pegasus		K-5		
Wieland	117	Three Year Old Program and Four Year Old Self-Contained & Pre-k/PPCD Inclusion	X	K-5	K-5	
Windermere	106	Pegasus & Three Year Old Program and Four Year Old Self-Contained		K-2 and 3-5		

Program Services

Communication Classroom (COMM) – A Communications classroom provides services for students who have a significant communication deficit with a focus on the acquisition of functional communication, social skills and independent daily living skills, progressing through an alternate functional curriculum and intense communication intervention. The use of Applied Behavior Analysis (ABA) is the main methodology within this classroom.

Essential Academics Classroom (EA) – An Essential Academics classroom provides services for students who have a significant cognitive deficit, and may have a communication, social-emotional or self help deficits that are pervasive with a focus on the progress in a functional alternate curriculum and independent living skills.

Early Childhood Special Education (ECSE)- Children between the ages of three and five with an identified disability, and need for special education services, are served in Pflugerville ISD's Early Childhood Special Education (ECSE). The district has a continuum of services to meet the needs of all learners. All services are determined by an ARD Committee.

- Walk-on Speech Therapy: Walk-on speech therapy may be provided for eligible students who require specialized intervention from a Speech-Language Pathologist (SLP) but do not need classroom services. Students eligible for this program typically demonstrate a mild disorder in language, voice and/or fluency. Some may demonstrate only single-sound errors. Students meet with an SLP on their home campus.
- Community-Based Speech Therapy: Community-based speech therapy may be provided for eligible students who are currently enrolled in a local childcare facility. An SLP provides intervention for articulation and/or mild language disorders during the student's day at the childcare facility.
- Preschoolers Acquiring Articulation Skills (PAAS): PAAS is an intensive articulation development program. Children participating in PAAS tend to have developmentally appropriate social, self-help, cognitive, behavioral and motor skills. PAAS focuses on providing extensive speech support in a small-group setting. Students attend the PAAS program at a PflISD location once or twice a week, depending on the student's IEP.
- Preschoolers Acquiring Language Skills (PALS): This class is for children who are working on acquiring language skills and social emotional skills (as it relates to the communication deficit). Students eligible for this program typically demonstrate a moderate disorder in language and may also demonstrate a mild to moderate disorder in articulation.
- Three-Year-Old Program: This class supports three year old students with developmental disabilities who benefit from instruction in a small-group setting. Students in this classroom have needs in communication, self-help skills, social-emotional skills, and adaptive behavior.
- Pegasus Classroom: This class could support three and four year old students in need of a classroom setting that focuses on all developmental skill areas: communication, self-help skills, social-emotional skills, fine and gross motor skills and pre-academic skills. These students may receive instruction alongside typically developing preschoolers, who are the children of PflISD employees. This is a fee-based program for employees' children but free to students eligible for services as determined through an ARD committee. Four year old students attend full day as comparable to Pre-k students.
- Self-Contained Four-Year-Old Program: This class supports students with developmental disabilities who benefit from instruction in a small-group setting. Emphasis is on intensive social skill instruction, behavior modification strategies and language development in a visually oriented and routine-based classroom. Self-help and pre-academic skills also are addressed, and class size typically is small.
- Pre-K/ECSE Inclusion Classroom: This is a general education prekindergarten classroom that has a teacher who is dually certified (general education and special

education). The students are working on increasing their language and communication skills and may also have mild adaptive behavior, cognition, and social-emotional needs.

- Pre-Kindergarten General Education Classroom for Four Year Olds: Students who are eligible for prekindergarten services can receive their services in the general education classroom. The child might need time in an ECSE classroom during the day or additional push in supports to ensure they are making progress with the general curriculum and IEP goals. Speech therapy and related services might be provided inside or outside of the classroom.
- Five Year Old Students: When a student enters kindergarten, they are still receiving ECSE services. The student may be mainstreamed, receive time in a resource classroom, or receive their services in a self-contained classroom (Essential Academics or Communication Classroom).

Intensive Behavior Classroom (IBC) – A highly structured special education program designed to support behavioral and/or emotional disabilities.

Inclusion – Support in the general education classroom which may include any combination of the following: modifications of instruction or testing, adaptation of materials, equipment or assignments; or collaborative teaching situations. (All campuses)

Pflugerville Community Connect (18+) – serves those students receiving special education services that have met their academic requirements for high school graduation but still need to develop transition skills. The skills that are developed include money management, social emotional, employability, self-determination, time management, and independent living.

Resource Instruction – Academic service constituting removal from the general education setting in which direct, specialized instruction occurs as an intensive intervention focused on prerequisites (goals & objectives) and the general education curriculum

Vocational Adjustment Classroom/Program – for students at the high school level needing job-related instruction and regularly scheduled supervision on the job.

In addition, PfISD students are served at the following locations, as appropriate:

- Capital Area Regional Day School (Round Rock ISD) – hearing impairments
- Texas School for the Deaf (Parent Referral)– hearing impairments
- Texas School for the Blind & Visually Impaired – visual impairments

Instructional Services

- Hospital/Homebound – for students who are to be out of school due to an accident or illness for a specified period of time.
- Itinerant Services – for students who need instruction in special areas such as vision and deaf education.
- Speech Therapy – an instructional service for students who are experiencing difficulty communicating in the educational environment. These students have an identified disability in articulation, language, voice and/or fluency.

Related Services

Related and support services are available for those students who meet special education eligibility requirements. These services may be required to assist a child with a disability to benefit from special education. If the need for a related service is suspected, the evaluation must be planned in an ARD. Related services include transportation and such developmental, corrective, and other support services as are required to assist a child with a disability to benefit from special education.

- Assistive Technology – Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.
- Audiology Services – Identification of children with hearing loss. Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing, provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation, creation and administration of programs for prevention of hearing loss, counseling and guidance of children, parents, and teachers regarding hearing loss; and determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
- Interpreting Services – Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, and Special interpreting services for children who are deaf-blind.
- Medical Services – Services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services
- Occupational Therapy – services provided by a qualified/licensed Occupational Therapist and/or Certified Occupational Therapy Assistant to help students with disabilities function in the school setting and minimize the effects of the student's disability on his or her ability to participate in educational processes. Services may include adapting the environment or utilizing adaptive equipment or strategies to assist the student.
- Physical Therapy – services provided by a qualified/licensed Physical Therapist or Physical Therapy Assistant to help students with disabilities function in the school setting and minimize the effects of the student's disability on his or her ability to participate in educational processes. Physical therapy focuses on mobility, movement, and functional abilities.
- Counseling Services – services provided by qualified social workers, psychologists, guidance counselors, licensed specialists in school psychology, or other qualified personnel individually or in a group setting.
- Orientation and Mobility Services – services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community
- Parent Counseling and Training – assisting parents in understanding the special needs of their child and providing parents with information about child development; and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.
- Psychological Services – administering psychological and educational tests and other assessment procedures; interpreting assessment results; obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests,

interviews, direct observation, and behavioral evaluations. It also includes planning and managing a program of psychological services, including psychological counseling for children and parents, and assisting in developing positive behavioral intervention strategies.

- Recreation – includes Assessment of leisure function, therapeutic recreation services, recreation programs in schools and community agencies, and leisure education.
- Rehabilitation Counseling – services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs
- School Health Services and School Nurse Services – health services that are designed to enable a child with a disability to receive FAPE as described in the child’s IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.
- Social work services in schools – Preparing a social or developmental history on a child with a disability, group and individual counseling with the child and family, working in partnership with parents and others on those 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 his or her educational program; and assisting in developing positive behavioral intervention strategies.
- Transportation – Travel to and from school and between schools, in and around school buildings, and specialized equipment (such as special or adapted buses, lifts, ramps). Special transportation is provided if student with a disability meets eligibility requirements.

Special Transportation

Special transportation is a related service, determined by the ARD committee. As with any other related service, the ARD committee makes the determination regarding special transportation based on the student’s individual needs manifested by their disability. In order to be eligible for special transportation, one of the following criteria must be met

- Student’s primary means of mobility is through the use of a wheelchair or uses other assistive devices
- Student has medical condition / physical limitations
- Student requires services at a campus other than his/her home campus
- Student is participating in VAC or work-based learning that requires transportation
- Student has needs related to safety, age, and/or severity of disability

There are special requirements that the ARD committee may also consider for the student, such as a monitor, air conditioning, safety harness, wheelchair lift, or child seat. A health care plan may also be required.

A special transportation form must be completed to receive services, and implementation of services can take a few days. *See Special Transportation Guidance document for more information.*

Once a student qualifies for special transportation, any denial of or removal from special transportation counts toward the 10-day removal considerations for discipline (see **Student Discipline**).

Homebound Services

If a physician determines that a student is expected to be confined for a minimum of four consecutive or non-consecutive weeks, an ARD committee can determine appropriate services for the student, including location, frequency, and duration. A specific form is required to be completed by the physician. Once homebound services are determined, it is the responsibility of the campus to ensure services are implemented as determined by the ARD committee. *See Homebound Guidance document for more information.*

Supervision of Staff

It is the responsibility of the campus to supervise special education teachers and educational associates. District evaluation tools are used for these employees.

To provide campuses support in ensuring appropriate instruction is occurring in all special education areas, walkthrough protocols have been developed and are available on the share drive (ATeam-SpEd Walkthrough Forms) and intranet (Instructional Support).

Speech Language Pathologist (SLPs), Itinerant and Related Service providers and Evaluation staff, including Adaptive PE teachers and assistants, Occupational & Physical Therapists and assistants, AI & VI teachers and assistants, Orientation & Mobility Specialists, Licensed School Specialists in Psychology (LSSP), Diagnosticians, and ARD Facilitators are supervised and evaluated by District level coordinators. Input will be requested from campus administrators for evaluation staff in the spring to complete the evaluation. Feedback from campus staff is always valued and encouraged by the District special education team.

Special Education Referral Process / Child Find

This information outlines the following information regarding the Special Education (Child Find) referral process for children and students living in the Pflugerville ISD boundaries.

Early Childhood Intervention

Birth to 36 months of age

When an infant or toddler begins to demonstrate problems with meeting developmental milestones, there are agencies who provide Early Childhood Intervention (ECI). ECI provides comprehensive early intervention services to families with infants and toddlers (birth through 36 months of age) who have a medical diagnosis, developmental delays or atypical development. Early intervention services are provided as required by the Individuals with Disabilities Education Act (IDEA), Part C as amended in 2004. ECI supports families to help their children reach their potential through developmental services. ECI provides evaluations and assessments to determine eligibility and need for services.

For more information for children Birth to 36 months residing within PfISD contact:

Easter Seals - Central Texas, Inc.

Easter Seals ECI

1611 Headway Circle, Bldg. 2

Austin, TX 78754-5165

Phone number - (512) 615-6867

Fax Number - (512) 615-7123

<https://www.easterseals.com/centraltx/>

Ages 3 to 5

Once a child who lives within Pflugerville ISD boundaries turns three-years-old, the child find process is now owned by the school district. Pflugerville ISD works with ECI to transition students who qualify into special education programming and services within PfISD. For students ages 3-5 who are in need of an evaluation, the Pflugerville ISD Early Childhood Assessment Team (ECAT) will assess and evaluate those students for special education services. Parents needing more information on ECAT services or wanting to request an evaluation should contact the Pflugerville ISD Special Education Department.

Special Education Referrals for Students in Private School or Home Schooled

The Pflugerville ISD Special Education has a child find system for identifying, locating, and evaluation all children with disabilities (birth through 21), including children with disabilities attending private schools within the PfISD boundaries or students attending home schools who live within the PfISD boundaries.

If a parent is suspecting a disability, he/she may initiate a referral for a full and individual evaluation by notifying the Pflugerville ISD Special Education Department at 594-0160. If a campus is notified directly by the parent of private or home schooled student, the special education department should immediately be notified in order to follow appropriate state and federal laws regarding private and homeschool assessments and funding.

Referring a School-Aged Child (K-12)

If a parent has concerns about a child's learning or behavior, the first step is for the parent to talk to the student's teacher or the school principal about the concerns. If additional measures need to be taken, the student's teacher, principal, or counselor should make a referral to the campus-based student support team, which is a team of teachers and other personnel, who meet to review school-wide data and address any learning or behavioral concerns that students are having. Campus staff or parent/guardians may refer a student for review by this team.

It is the goal of the school and these teams to identify struggling learners early in order to improve their educational outcomes. Before a referral for a special education evaluation or Dyslexia evaluation, state law requires that a student be considered for all support services available within a campus or district. These services may include, but are not limited to: tutoring, remedial services, compensatory services, response to scientific research-based intervention, and other academic or behavior support services.

Response to Intervention

The federal No Child Left Behind Act of 2001 (NCLB) and the IDEA directs schools to focus more on helping all children learn by addressing problems earlier. Both laws stress the importance of providing high quality, scientifically-based instruction and interventions, and holding schools accountable for the progress of all students in terms of meeting grade level standards. This approach is called Response to Intervention (RtI), and the goal of the process is to identify children who are at-risk for not meeting grade-level standards and to intervene early.

All Pflugerville ISD campuses implement activities associated with RtI. The screening process for identifying children who are at-risk may vary from campus to campus. 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 student progress in response to the interventions; and use of these measures of student progress to make educational decisions. The RtI approach includes a multi-levelled system of interventions in which each level (or tier) represents an increasingly intense level of services. Interventions that are 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 period of time, as suggested by research, are referred for more intensive interventions. The PfISD RtI model has three tiers of interventions.

The benefit of an RtI approach is that it enables students to get help promptly within the general education setting. In addition, RtI may potentially reduce the number of children referred for special education services as it helps to differentiate between students whose achievement problems are due to issues such as a lack of prior instruction from students whose problems are due to a disability.

Referral for a Full and Individual Evaluation for Special Education Services

If a student continues to experience difficulty in the general classroom after interventions are provided, school personnel may refer the student for a Full and Individual Evaluation (FIE) for special education services. If a parent requests an evaluation for special education services and the school determines that an evaluation is not needed, the school must give parents prior written notice of its decision not to evaluate your child. The campus administrator should refer to the guidance document on the PfISD Intranet.

Flowchart for Parent Referral to Special Education



Parent Request for Referral to Special Education or Parent Indication of Potential Disability and Concerns about Education

Request is immediately communicated to the appropriate campus administrator.

The Campus Administrator or Designee Develops a Plan with the Parent

Campus Administrator/Designee Required Actions within five business days:

- Communicate the District's RTI process option and current plan for the student in regards to the parent concern.
- Discuss alternative options with the parent, and explain each option and its possible timelines. For example:
 - Referral to campus PSST
 - Review by the campus PSST
 - Coordinate a Section 504 meeting if the student is currently identified under Section 504
 - Other
- Clarify parent's right to request special education evaluation and PfISD's policy of joint decision-making.
- Determine if parent is in consensus with alternate plan or wishes to initiate a referral. Complete the "Response to Request for Referral to Special Education" document.
 - One copy to parent
 - One copy for school records
- Present and give the "Procedural Safeguards" to parent.
- Implement and follow through with plan developed jointly with parent. Initiate referral if student's difficulties persist despite interventions.

If no agreement is made:

- Ensure the parent/guardian request is in written form with parent signature on the "Response to Request for Referral to Special Education" document.
- Follow the plan for accepting or denying the request.

Accept Request

- Respond within five business days.
- Have campus evaluation personnel (LSSP or SLP) obtain parent/guardian signature on the "Notice/Consent of Full Individual Evaluation".
- Present and give "Procedural Safeguards" to parent/guardian.
- Complete the Special Education Referral packet under appropriate timelines.
- Notify Special Education Department Chair and Evaluation Staff immediately.

Deny Request

- Respond within five business days.
- Review academic and behavioral data.
- Give the parent a copy of the "Procedural Safeguards".
- Complete and provide parent the "Recommendation/Notice of Refusal Form".
- Place a copy of the "Recommendation/Notice of Refusal Form" in the student's file.
- Send/fax a copy of the "Recommendation Form/Notice of Refusal" to the Evaluation Coordinator in the PfISD Special Education Department.

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ARD Processes

See ARD Facilitation Manual for Complete Details

ARD Committee Members

An ARD committee must be comprised of

- general education teacher with knowledge of the student
- special education teacher/provider
- campus administrator
- parent/guardian

If an evaluation is to be discussed, the appropriate evaluator (LSSP, SLP, etc.) must be present. In addition, if other services are provided (speech, OT, PT, etc.), there must be someone to represent that service area as well.

Types of ARDs *(known as IEP meetings in other states)*

Temporary ARD – while not required by law, PfISD procedures require an ARD for any student who is coming from another district and enrolls in PfISD as a student receiving special education services. These must be held within 10 school days of student enrollment and determine temporary services for the student, matching previous services as closely as possible unless the ARD committee agrees otherwise.

Annual ARD – every entitled student's IEP must be reviewed at least once a year. An annual ARD must be held on or before the one-year anniversary of their previous annual ARD.

Thirty-Day Placement ARD – within 30 school days of a temporary ARD meeting, this type of ARD must be held to finalize the IEP for the student. These are held as annual ARD meetings.

Graduation ARD – held to summarize student performance for a student who is in his/her final year of secondary public education, either by graduating or aging out. This type of ARD is typically held as part of the student's annual ARD.

Review ARD – held when a change to the IEP needs to be made between the annual ARD meetings when an amendment ARD is not appropriate. This includes, but is not limited to, a change in placement, completion of an evaluation/assessment, or a student not making progress on their IEP.

Failure/Problem Solving/Retention/Excessive Absences ARD – an ARD committee is required to meet in order to review and update the IEP for a student who is not being successful in his/her current placement. This is a type of review ARD.

Manifestation Determination Review – must be held when a disciplinary infraction has been committed by a student receiving special education services and either the administrator is considering a disciplinary change of placement (such as DAEP) or the student has reached 10 removal days during the school year.

ARD Amendment – in some cases, may be used without convening a full ARD committee if the parents and school officials agree. An amendment may NOT be used to change eligibility or

placement of a student or to consider a disciplinary change of placement. Exercise caution when using the amendment process, and document appropriately using ARD documentation software, including parent contact.

LPAC in Conjunction with ARD – all ARD committee meetings regarding students who receive services through special education and as a student who is limited English proficient (LEP) must include appropriate members of both the ARD committee and the language proficiency assessment committee (LPAC).

Advancement ARD – while not required by law, PflISD procedures require an ARD during the spring semester for selected student with more intensity and who will be advancing to a new campus in the fall of the following school year due to matriculation. The purpose is to review and update the IEP to ensure appropriateness in the new setting. Advancement ARDs can be held as part of an annual ARD if both campuses agree and are able to participate.

ARD Preparation

Calling an ARD – a parent, teacher, administrator, or evaluator may request an ARD for a student whenever there is an educational need or concern that should be addressed in the student's Individual Education Plan (IEP).

Notice – a parent has the right to 5 school days written notice prior to an ARD, regardless of the purpose of the ARD. While it is possible for a parent to waive their 5 day written notice, it is strongly advised that 5 day notice be provided in all situations, even those related to student discipline.

Special Education Teacher Responsibilities – it is the responsibility of the student's case manager (academic advisor) to develop the student's "Present Level of Academic and Functional Performance." This requires academic and social/behavioral data, including quantitative and qualitative data about the student's strengths and needs in each subject area, assistive technology, and behavior. This data should be completed with direct assistance from any educator who provides service to the student, including general education teachers. It should be submitted at least 5 days in advance of the ARD to the ARD facilitator. *See Roles & Responsibilities in ARD Facilitation Manual and Special Education Manual for more detailed information.*

ARD Facilitation

In Pflugerville ISD, a campus administrator is responsible for facilitating an ARD. ARD facilitation is the process in which an ARD is run and agenda is followed precisely to ensure compliance and clarity. An SLP, LSSP, Diagnostician, or ARD Facilitator will complete the electronic paperwork and ensure compliance in those areas, but the meeting is run by the principal or assistant principal. Administrative interns cannot facilitate ARDs because they do not serve in a capacity that can delegate campus resources for services.

The electronic paperwork system utilized by Pflugerville ISD is Frontline (eStar) products. All documentation is stored in this electronic, web-based system. Further information can be found in the eStar training manual or from the Coordinator of Evaluation Services.

Student Discipline

Discipline of students with disabilities can become a challenge if not handled correctly and in a timely manner. Due to the intense nature of discipline issues, it is strongly advised that an ARD committee intervene early when behavior concerns arise with students who receive special education services. Failure to do so can result in extensive utilization of campus resources and undue stress for students, parents, and staff.

Detailed documentation of services and interventions as well as consistent, documented communication between administration, staff, and parents is very important when addressing student behavior.

Recognizing & Identifying Problem Behaviors

If a student is showing a pattern of behavior, regardless of disability, the ARD committee may consider requesting a Functional Behavior Assessment (FBA) to determine the function of the student's behavior. Staff should reference the FBA Timeline Completion document. Once a function is determined, it will be much easier for staff and the ARD committee to determine appropriate interventions, including a Behavior Intervention Plan (BIP), if necessary. (A request for an FBA requires a full ARD committee - review or brief ARD - and parent consent).

Removal for Certain Behaviors

A student is considered "removed" from the services indicated in their IEP if they are not afforded the opportunity to participate in the classes and services regularly assigned to them. This can include general and special education classes, related services, and special transportation.

If, over the course of the school year, a student receiving special education services is removed from their instructional setting for more than 10 days, a Manifestation Determination Review (MDR) meeting is required. A day is considered any portion of the day in which a student should be receiving services. This includes a short amount of instructional time, a class period, or a denial of special transportation to or from school or a school event. The purpose of the MDR is to review behavior and other data to determine how the IEP should be revised to meet the student's needs.

The ARD meeting does NOT reset the number of days of removal. Therefore, any further removals will require another ARD.

In School Suspension (ISS)

In School Suspension is *not* considered a true removal from the educational setting as long as the student

- is afforded the opportunity to appropriately progress in the general curriculum
- continues to receive the services specified on his or her IEP
- continues to participate with non-disabled students to the extent they would have in current placement

In order to meet these requirements,

- all services in the IEP, including related services, must be provided
- documentation should be kept to show the student has the opportunity *to continue making progress* in the setting

To ensure ISS is not a true removal of the student, a high degree of diligence and documentation is required.

In Pflugerville ISD, this includes:

- **ASSIGNMENTS:** the student must receive all general and special education work/assignments
- **SUPPORT:** the student's teachers (general education & special education) must monitor and visit the student daily and provide instructional assistance, if needed
- **SERVICES:** any service, including academic, behavior, social skills, content mastery and related services, must be provided as indicated in the student's IEP; however, location of service may vary (i.e. content mastery support in the ISS room)
- **DOCUMENTATION:** assignments provided, support received, services delivered, and student progress

Considerations:

- TEA tracks use of ISS for students in Special Education, even if IDEA compliant, through Performance Based Monitoring Analysis System (PBMAS)
- ISS placements must be *short term* (PflISD defines short term as 2-3 days)
- There should not be an excessive number of days or parts of days assigned to ISS throughout the year without careful *consideration of behavioral interventions* and plans for assistance documented through an IEP meeting
- There should not be evidence of a *pattern of behavior* that has resulted in disciplinary action without documentation of efforts by the ARD committee to address the behavior (i.e. review ARD meetings, FBA/BIP)

In-school suspension of special education students *could* count toward the ten day removal limit. It is the burden of the campus to have adequate evidence that the disciplinary action does not constitute a change of placement.

Long Term Removal (DAEP & JJAEP)

When considering long-term removal of a special education student, it is critical that the administrator understand that the process of removing a special education is not an expedient one and typically requires forethought regarding the temporary placement of the student pending further consideration. Options include continuing in their instructional setting or In-School Suspension.

The following steps must be taken:

- Investigate & determine code of conduct violation
- Review data and documentation with appropriate parties to ensure proper implementation of IEP, including BIP and progress monitoring & reporting of goals and objectives
- Contact supervising District-level administrator to review information, ensure appropriateness, and grant consent for consideration of removal
- The ARD committee should schedule an MDR with 5-day written notice to parent
- Provide the ARD facilitator, SLP, LSSP, or Diagnostician the opportunity to prepare the required compliance documents

- *Provide the special education teacher the opportunity to gather information from teachers – this is critical in the event the student is removed to provide the new instructional location appropriate information to provide services*
- Complete the due process requirements and other general education procedures with the student and parent
- Conduct the MDR, at which time the ARD committee determines
If the behavior in question is caused by or has a direct and substantial relationship to the student’s disability
If the behavior in question is the result of the school’s failure to properly implement the student’s IEP

According to federal law, only three offenses are considered “mandatory” removals for students who receive special education services: drug offenses, weapons offenses, and serious bodily injury. These offenses, regardless of manifestation determination review, can result in placement off campus for up to 45 days. Any other type of placement requires critical consideration by administration and the ARD committee.

Results of MDR

- If the committee determines the behavior **was not a manifestation** of the disability and the IEP was appropriately implemented, the student may be placed for the same length of time as the general education student. *The ARD committee should ensure that all IEP goals and services can be maintained while in disciplinary placement.*
- If the committee determines the behavior **was a manifestation** of the disability, placement should not occur and the committee must:
Conduct a Functional Behavior Assessment (FBA) or review the existing one, and Develop a Behavior Intervention Plan (BIP) or review and modify the existing one to address the behavior. The student cannot be placed *unless* the parent and school agree with the placement *as part of a modification to the student’s BIP (this would be rare).*
- If the committee determines the behavior **was a result of failure to implement the IEP**, services and IEP should be reviewed, compensatory services should be considered, and placement cannot occur.

For further information, refer to PfISD Discipline Procedures.

Compliance Reporting

Performance Based Monitoring Analysis System (PBMAS)

The PBMAS is a district-level, data-driven analysis system developed and implemented annually since 2004 by Texas Education Agency as one part of its overall annual evaluation of school districts’ performance and program effectiveness. Areas reported regarding special education are below:

- State Assessment – grades 3-8
 - STAAR / STAAR Alternate passing rate
 - STAAR passing rate one year after being dismissed from Special Education
 - STAAR / STAAR Alternate participation rate

Least Restrictive Environment – PEIMS code 40 and 41

- ages 3-5
- ages 6-11
- ages 12-21

Annual Dropout Rate – grades 7-12

Graduation

- Foundations Plan
- Graduation Rate

Representation

- Special Education Representation – percent enrolled students receiving services
- Disproportionality – percentage of African American, Hispanic, and LEP special education students compared to district averages

Discipline – rate of special education placements compared to the district rate

- Discretionary DAEP Placements
- Discretionary ISS Placements
- Discretionary OSS Placements

State Performance Plan

The Individuals with Disabilities Education Act of 2004 (IDEA 2004), Section 616(b), requires each state to develop a six-year performance plan. This State Performance Plan (SPP) evaluates the State's efforts to implement the requirements and purposes of IDEA and illustrates how the State will continuously improve upon this implementation.

In alignment with IDEA 2004, the US Department of Education Office of Special Education Programs (OSEP) has identified five monitoring priorities within the SPP: Free Appropriate Public Education in the Least Restrictive Environment, Disproportionality, Child Find, Effective Transition, and General Supervision

The SPP contains 20 indicators associated with these five monitoring priorities (indicator number in parentheses) that must be reported to the state by PflSD annually, either through PEIMS submissions or other means:

Free Appropriate Public Education in the Least Restrictive Environment

Graduation (1) – Percent of youth with IEPs graduating from high school with a regular diploma

Dropout (2) – percent of youth with IEPs dropping out of high school

Adequate Yearly Progress (3A-C) –percent of districts that have a disability subgroup that meets the state's minimum size that meet the state's AYP objectives for progress for disability subgroup;

- participation rate for children with IEPs

- Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards

Suspension/Expulsion (4A-C) –

- Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

- Percent of districts that have a significant discrepancy in the rate of suspensions and expulsion of greater than 10 days in a school year of children with IEPs by race and ethnicity

Educational Environment, Ages 6-21 (5A-C)

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- Percent of children with IEPs aged 6 to 21, served inside their regular class 80% or more of the school day
- Percent of children with IEPs aged 6 to 21, served inside the regular class less than 40% of the school day
- Percent of children with IEPs aged 6-21, served in separate schools, residential facilities, or homebound/hospital placements
- Educational Environment, Ages 3-5 (6) –
 - Percent of children aged 3-5 with IEPs attending
 - (a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
 - (b) separate special education class, separate school or residential facility
- Early Childhood Outcomes (7A-C)
 - Percent of preschool children aged 3-5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)
 - Percent of preschool children aged 3-5 with IEPs who demonstrate improved acquisition and use of knowledge and skills
 - Percent of preschool children aged 3-5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs
- Parent Participation (8) – percent of parents with a child receiving special education services who report that schools facilitated parent involvement as means of improving services and results for children with disabilities

Disproportionality

Disproportionality in the special education program (9) – Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

Disproportionality by specific disability (10) – percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

Child Find

Child Find (11) – percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation

Effective Transition

Early Childhood Transition (12) – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays

Secondary Transition (13) – Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs

Post-School Outcomes (14) – Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were (A) enrolled in higher education within one year of leaving high school, (B) enrolled in higher education or competitively employed within one year of leaving high school, (C) enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

General Supervision

General Supervision (Monitoring) (15) – General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification

Complaint Investigation Timeline (16) – Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State

Hearing Officer Decision Timeline (17) – Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines

Resolution Sessions (18) – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements

Mediation (19) – Percent of mediations held that resulted in mediation agreements

State Reporting (20) – State reported data are timely and accurate

The PfISD Special Education Department self-monitors compliance by the Coordinators completing random folder reviews/audits of 100 students ages 3-22 a minimum of one time per semester using a district –created rubric. Results of the folder reviews provide data to be used in identifying areas for professional learning and specific training for staff.

Grading Overview/ Retention and Promotion

How does mastery of annual goals relate to grading and promotion?

TEC §28.0216 requires that school district grading policies:

- “(1) must require a classroom teacher to assign a grade that reflects the students’ relative mastery of an assignment; [and]
- (2) may not require a classroom teacher to assign a minimum grade for an assignment without regard to the student’s quality of work.” These rules apply to classroom assignments, examinations, and overall grades for each grading period. Because of this, teachers may not assign a grade based on effort, and schools cannot pass a student who has not mastered the curriculum. Since goals can be either academic or functional in nature, they either serve as a “link” to grade level standards, or they serve to help a student “access” grade-level standards. In this case, IEP goals remain supplementary to grade-level standards. **Because of this, mastery of an IEP goal does not constitute passing a course, and passing a course does not equate to mastering an IEP goal.**

TEC §28.021(a) requires that a school determines a student’s promotion from one grade level to the next “only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.” For a student who receives special education services, the ARD committee, which includes the parent, makes the promotion/retention decision, but must base the decision on the student’s mastery of the curriculum, not on his/her behavior or the amount of effort he/she puts into assignments. This decision may or may not include mastery of specific IEP goal(s) related to the required curriculum and must follow PFISD’s policies related to promotion/retention.

TEA ESC20. “Grading and Progress Monitoring for Teachers.” *esc20*, www.esc1.net/cms/lib/TX21000366/Centricity/Domain/59/Grading and Progress Monitoring.pdf

Frequently Used Special Education Acronyms

Acronym	Definition
ABLLS	The Assessment of Basic Language and Learning Skills
ABA	Applied Behavior Analysis
ADD	Attention Deficit Disorder
ADHD	Attention Deficit/Hyperactivity Disorder
AI	Auditory Impairment
APE	Adapted Physical Education
ARD	Admissions, Review, and Dismissal
AT	Assistive Technology
AU	Autism
BIP	Behavior Intervention Plan
CBA	Curriculum Based Assessment
CBI	Community Based Instruction
COMM	Communication Classroom
CM	Content Mastery
CP	Cerebral Palsy
DB	Deaf Blind
DSM	Diagnostic Statistical Manual of Mental Disorders
ECI	Early Childhood Intervention
ED	Emotional Disturbance
EA	Educational Associates
EAC	Essential Academics Classroom
ESY	Extended School Year (formally EYS)
FAPE	Free and Appropriate Public Education
FBA	Functional Behavioral Assessment
FERPA	Family Education Rights and Privacy Act
IBC	Intensive Behavior Classroom
IDEA	Individuals with Disabilities Education Act (PL 101-476)
IEP	Individualized Education Program
ID	Intellectual Disability
ITP	Individual Transition Plan
LAP	Learning Accomplishment Profile
LC	Local Curriculum
LD	Learning Disability
MD	Multiple Disabilities
NICHY	National Information Center for Children and Youth with Disabilities
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
OHI	Other Health Impairment
OI	Orthopedic Impairment
O & M	Orientation and Mobility
OJT	On Job Training
OT	Occupational Therapy
PDD	Pervasive Developmental Disorder
PLAAFP	Present Levels of Academic Achievement & Functional Performance
PPCD	Preschool Program for Children with Disabilities
PT	Physical Therapy
RDSPD	Regional Day School Program for the Deaf
SAMA	Satori Alternatives to Managing Aggression
SI	Speech Impairment
SLP	Speech-Language Pathologist
TEA	Texas Education Agency
TRC	Texas Rehabilitation Commission
TSB	Texas School for the Blind
TSD	Texas School for the Deaf
VI	Visual Impairment