



# Answers!

## Topic: Resource times

When considering the schedule of services and resource time for a student in Special Education:

- The ARD committee decides what services are appropriate for the student
- We provide service **based on need, not label**

Examples of cases:

- A student qualified for services as a student with a Learning Disability in Basic Reading. The student is now struggling in math and the recommendation from the ARD committee is that the student receive math resource time. This is okay!
- A student qualified for services as a student with Autism. The student is struggling in math and reading and the recommendation from the ARD committee is that the student receive reading and math resource time. This is okay!
- A student qualified for services as a student with a Learning Disability in Math Calculation. The student is now struggling in reading. The ARD committee recommends that the student receive Tier 3 intervention in reading. This is okay! (There is no such thing as “Double Dipping”)

Topic: Students transferring to Deer Park ISD, from another district in Texas

If a student transfers to your campus from other Deer Park ISD school – no transfer ARD is needed. Proceed with providing services and annual ARD time.

If a student transfers to your campus from other district in Texas:

- The process: The campus counselor will make initial request for records, send RFA for assessment staff, and put transfer packet together to send to Karen Page. If Karen notices that records are missing, she will make a request for records. Once all records are obtained, the transfer packet goes to Michelle Olson for entry into Skyward, then to Judy Highfield for entry into Esped. Generally, it should take no more than 10 days for this process to be completed.
- Troubleshooting scenarios:
  - o You know you have a transfer student but you do not have any records by day 8.
    - First, check Esped Archive Manager. If no records, call Karen to check status of records request.
  - o You have a transfer student and you have no FIE by day 10 (or records indicate FIE is out of timeline).


**VERIFICATION OF PREVIOUS SERVICES**  
 The parent has stated that this student received special education services in:  
 DISTRICT/SCHOOL: Lamar CISD / Williams Elementary  
 Texas school  
 Out-of-state school  
 Student's eligibility in former district was verified on \_\_\_\_\_  
 By telephone      Staff member/phone number: \_\_\_\_\_  
 In writing          Document(s) received: ARD from 2016-2017  
 By parent/adult student      FIE " " " "  
    Not rec'd - no  
**Documents Received**  
 IEP:  Yes     No     N/A    IEP Date: \_\_\_\_\_



**I. Review of Evaluation Data**

<b>Full and Individual Evaluation</b>			
Current Date: 5/7/2014		Next Due Date: 5/7/2017	
Other Evaluations	Name	Current Date	Needed By
	Speech and Language	5/7/2014	5/7/2017
	Psychological	5/7/2014	5/7/2017
Functional Behavioral Assessment			5/7/2017

- Start completing a REED document with the information you have (ex: section III, section IV, IEP goal/service information, home language survey) and indicate what information you want to collect (ex: academic testing, cognitive testing)
- At the 30 day Transfer ARD meeting, date the REED to be the FIE and note that additional data is requested and will be completed in a 45 day timeline. Get consent at the ARD.

**Summary of REED Placement/Discussion/Suggestions:** 

Student transferred to Deer Park ISD from Lamar CISD. Records were requested; however, an FIE was not received. Additional data are needed to determine the present levels of academic achievement and related developmental needs of the student. to determine whether the student needs additions or modifications to the special education and related services to enable the student to meet measurable annual goals and to be able to participate, as appropriate, in the general education curriculum.

At this time, additional evaluation data is requested in the following areas:

- Emotional/Behavioral
- Speech/Language
- Intellectual/Adaptive Behavior

Yes  No  Clear

Review of Existing Evaluation Data becomes new FIE due to no new testing required:

FIE Date:  Next FIE Due:

**FIE Re-Eval recalculated using FIE date**

Yes  No  Clear

Review of Existing Evaluation Data requires additional testing that is due by:

Due Date:

THE PARENT(S) HAVE THE RIGHT TO REQUEST AN ASSESSMENT TO DETERMINE WHETHER THE STUDENT CONTINUES TO BE A STUDENT WITH A DISABILITY AND TO DETERMINE THE EDUCATIONAL NEEDS OF THE STUDENT.