

JAM 11/16/18



INITIAL REFERRALS



Special Education Referrals:

Sixty-two (71): Initial Referrals for Grade K-12

68% increase (10/11/18)

Fifty-six (59): ECC referrals

36 % increase (10/11/18)

Carry Overs from 17-18

Twenty-three (23) referrals (these 23 referrals will count in this year's TEA SPP II report)

2 - Did not qualify

3 - Moved

18 - Qualified

PARENT REQUEST NUMBERS

- Total of 49 Parent Requests
 - 8 504 Requests
 - 41 Special Education Requests
- 9 Physicians Request
- 28 Verbal Requests
- 12 Written Requests
- 41 Special Education Request
 - 13 PWN of Refusal
 - 17 Consent to evaluate
 - 1 Pending doctor's evaluation
 - 10 Open no decision as to test or not yet received

GCASE LAW CONFERENCE

GCASE FALL FORUM

- December 13, 2018

Fall Forum & TCASE Dyslexia Review

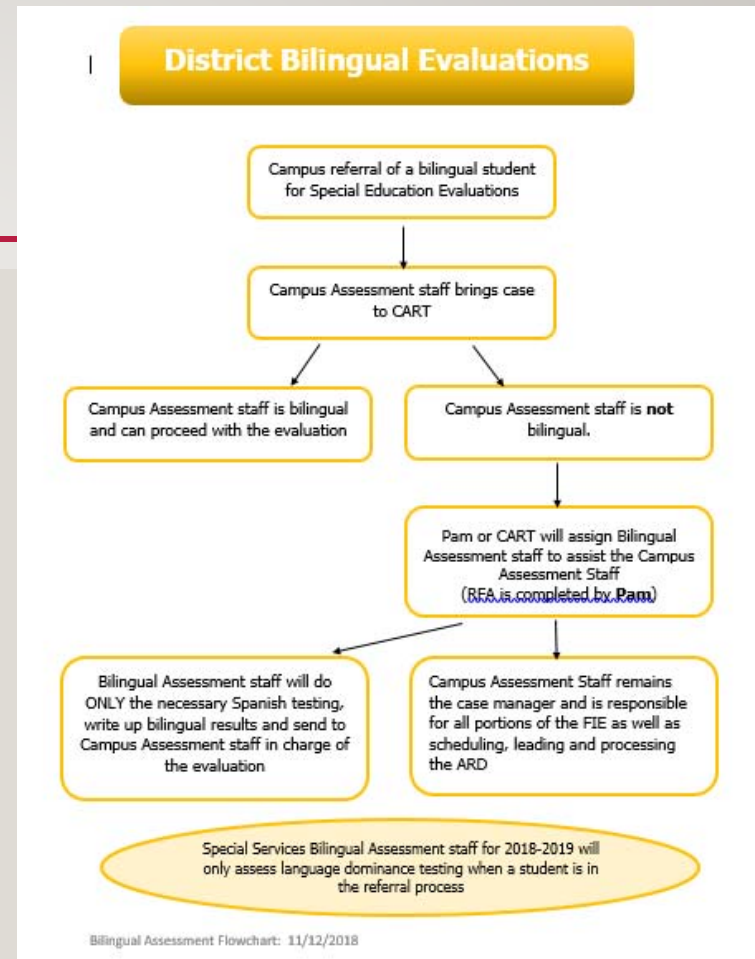
- Review of Dyslexia Handbook
 - Chapter 2 is new – Kinder and 1st Screening
 - Chapter 5 is new regarding Dysgraphia
 - Good Q&A
 - SE referrals always answer LD questions first then Dyslexia questions
 - If spelling only is an issue ≠ SLD or Dyslexia
 - Dysgraphia Session at Region 4: 2/12/19

POLICY/PROCEDURES/ARD

- Cases that you are having difficulty with determining eligibility take to CART
- Do not defer eligibility
- If a student is referred at the end of the year as a **carry-over** and they are going to another campus, please be aware that you should be the one to complete the evaluation
- Consent Review
 - Consultations
 - Evaluations
- Non-public Day School Code is “60”
- Thank you! You are all doing an awesome job with PWN and Consent to Evaluate

POLICY/PROCEDURES/ARD

- Bilingual Evaluation Review



ADPE – REVIEW

- Adapted Physical Education is physical education, which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability.
- Federal law **mandates** that physical education be provided to students with disabilities and defines Physical Education as the development of:
 - physical and motor skills
 - fundamental motor skills and patterns (throwing, catching, walking, running, etc)
 - skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports)
- Adaptive physical educators have two major roles. The first is direct services provider. In this role, the PE teacher evaluates, plans, and implements instructional programs in physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, individual dance and games, and sports, including intramural and lifetime sports, for students with disabilities. The second role is consultation. Here the APE teacher helps others provide APE programs outlined by the IEPs built by the ARD committee after APE formal and informal assessments.
- ***The APE teacher is a direct service provider, NOT a related service provider, because special physical education is a federally mandated component of special education services***

AI – REVIEW



MT – REVIEW

- **Music therapy** is the prescribed use of music and music-related strategies, by a qualified music therapist, **to assist or motivate** a person towards specific, **non-musical goals**. Music therapists use their training as musicians, clinicians, and researchers to effect changes in **cognitive, physical, communication, social, and emotional skills**. Music therapists work in a variety of settings including educational, medical, psychiatric, wellness, and gerontology facilities.

Appropriate MT Referral:

- Student is **NOT** making adequate progress on IEP goals or skill areas that are already being addressed in the classroom.
- Student is significantly motivated by music and music related tasks
- Student completes tasks (academic, motor, behavioral, communication, etc) with decreased support or increased independence when music is present.

MT REVIEW

WHICH REFERRALS NEEDS MORE INFORMATION?

- Student is making progress on IEP goals
- There are no goals addressing the request
- Modifications are not yet in place to address deficits
- Student LOVES to listen to music
- Student has not been observed to prefer or be motivated by music related tasks
- Student likes music/music apps on the iPad
- Student wants to learn an instrument

OT – REVIEW

The Occupational therapist's primary function is to directly assist a student in benefitting from instruction when a handicapping condition adversely affects their educational performance. Occupational therapy provides services to students whose ability to succeed in learning and daily functioning is impaired by developmental delays, sensory processing disorders, learning disabilities, intellectual disabilities, physical injuries, illness or psychological disabilities. Specific areas of need commonly include: Production of legible written work; Hand Dominance; Tool Use/Pencil Grasp; Reversals; Using Classroom Materials; Letter Formation; Size/Spacing of written work; Letter Reversals; Self Help Skills; Sensory Processing; and, Accessing assistive technology.

- Occupational therapy services may include:
 - Complete consultations and assessments
 - Collaborate with team
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- Provide Direct therapy services
 - Provide adaptive equipment
 - Professional and ESHARs Documentation
 - Staff and Parent Education
 - Provide assistive technology/training to support student success
 - Reducing barriers that limit student participation within the school environment
 - Assist in curriculum development for handwriting and social skills (sensory diets)

O&M REVIEW

- Orientation and Mobility services are primarily directed towards assisting individuals who are blind or visually impaired to achieve independent mobility within home, school, work, and community settings. Orientation and Mobility Specialist today provide instruction to individuals of all ages who are blind or visually impaired, including individuals with multiple disabilities and other health impairments.
- **ORIENTATION:** Orientation is the knowledge of one's distance and direction relative to things observed or remembered in the surroundings and keeping track of these spatial relationships as they change during movement in an environment
- **MOBILITY:** Mobility is the act or ability to move from one's present position to one's desired position in another part of the environment safely, gracefully, and comfortably (Foundations of Orientation and Mobility, 1997).

PT – REVIEW

The physical therapist will aid the student in developing, improving, and maintaining gross motor/mobility skills that are necessary for the student to function within the school environment. Physical therapy services may include:

- Consultation and/or evaluation to determine the need for physical therapy in the educational setting
- Provision of direct and/or consultative therapy services
- Provision of adaptive equipment/assistive technology to reduce barriers that limit student participation and support student success
- Collaboration with the student's multidisciplinary team to develop/review a proposed IEP and facilitate the achievement of his/her IEP goals
- Participation in the IEP/504 process
- Education of staff and parents by providing home and school programs to facilitate achievement of student's IEP goals
- Serving as a liaison among school, medical personnel and medical equipment vendors
- Supporting the safe transportation of students

DOCUMENTING SERVICE TIME

- As a district we are only documenting SE time on the services pages
- Related and Other Services will no longer be documenting time by minutes per grading period
 - Examples:
 - 30 minutes 6 weeks of each grading period
 - 30 minutes every other week
 - Consultation is only noted in the Descriptor box
 - Clarification of 30 min 6 weeks of grading period is further clarified in the Descriptor box by stating “evenly distributed throughout the grading periods”

IEP AMENDMENTS

Please review handout regarding process for IEP Amendments. If your information is not in ARD at time of processing be aware you will be required to do an IEP Amendment to ensure ARD information is in compliance.

POLICY/PROCEDURES/ARD

- Transfer Students Under Evaluation
 - New district can “adapt” timeline with collaboration with parent.
 - Must coordinate with the previous district
- 45 School Day timeline does not apply if:
 - New district is making sufficient progress to ensure completion
 - Parent and new district agree to a specific time when the evaluation will be completed
- District Policy
 - Goal is complete within 45 school day timeline
 - Once the district discovers the student was in the process of being referred
 - Gather referral information from previous school district
 - Meet with parent to set timeline if unable to meet 45 school day timeline

SHARING



DIAGS., LSSPS AND SLPS

PLEASE STAY FOR A MEETING

ASSESSMENT TEAM MEETING

- Parent Participation in ARD
- ARD Notices
- IEP Amendments
- Processing IEP Amendments
- FIE
 - REED/Evaluation