

# Section 1

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*The Fort Bend Independent School District, an Equal Opportunity Educational Provider and Employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age, military status, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions. Additionally, the District does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities. Policies DAA, DIA*

# I(a) – Referrals & Child Find

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## DISCLAIMER

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Fort Bend Independent School District (“FBISD” or the “District”) is subject to the rules and regulations contained in all Governing Documents. Governing Documents shall include federal and state law, Board policy (including the Student Code of Conduct), and this Special Education Administrative Procedures. In the event of any inconsistencies or conflict between the Governing Documents, the following order of precedence shall apply:

- Federal law
- State law
- Board policy (including the Student Code of Conduct)
- Special Education Administrative Procedures

The District reserves the right to modify provisions of the Special Education Administrative Procedures at any time when it deems necessary. While the Administrative Procedures may be adopted and revised throughout the year, the Special Education Administrative Procedures, including any updates thereto, is published on a yearly basis. Further, the FBISD Special Education Administrative Procedures are not for the purpose of creating a requirement that is not otherwise imposed by the Individuals with Disabilities Education Improvement Act (“IDEA”), together with its implementing federal regulations, state statutes and rules, as they shall from time to time be amended, and shall not be construed to create a higher standard than that established by IDEA

## PRIOR TO AN INITIAL REFERRAL TO SPECIAL EDUCATION AND CHILD FIND

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***FBISD Board Policies: EHBAA (LEGAL), EHBA (LEGAL), EHBAB (LEGAL), EHBB, EHBAC (LEGAL), EHBAE (LEGAL), EHB (LEGAL), EHBG (LEGAL), EEH, EEM, EHBC (LEGAL), EHBD (LEGAL), EHBE (LEGAL), EIE (LEGAL, LOCAL), EIF (LEGAL), FB (LEGAL), FBA, FD (LEGAL), FDB, FDC, FDD, FFAC (LEGAL), FFAF, FFB, FFC, FFE, FFG (LEGAL), FL (LEGAL); 34 C.F.R. § 300.111(a) and (c), 34 CFR § 300.226, Early intervening services; TAC §89.1011(a), Full and Individual Initial Evaluation; Tex. Ed. Code § 29.001, TEC § Sec. 29.08, Compensatory, Intensive, and Accelerated Instruction.***

### Child Find

FBISB has an obligation to identify, locate and evaluate each child, birth to age 21 inclusive, residing within the jurisdiction of the District who has a disability or is suspected of having a disability, regardless of the severity of the disability, and who is in need of special education and related services. This Child Find obligation—mandated by the Individuals with Disabilities Education Improvement Act (IDEIA or, more commonly, IDEA) and Texas special education law—extends to all children with disabilities, including those who are homeless, highly mobile, migrants, in foster care, homeschooled, court-involved or attending private schools within the jurisdiction of the District.

The District annually notifies and informs the FBISD community of a student’s right to a free appropriate public education and the programs and services available to eligible students, as well as the right to request an evaluation for special education and related services. The District endeavors to distribute written information in both English and Spanish to every enrolled student’s family regarding IDEA’s

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Child Find and free appropriate public education (FAPE) requirements, to inform them of the options and requirements for identifying students who may be suspected of having a disability and have an educational need for special education and specially designed instruction. The District's community-wide efforts may include:

- publishing a *Child Find* notice in a local newspaper of general circulation;
- posting or linking the District's *Child Find* notice on the District's website; and
- placing a *Child Find* notice in locations where potentially eligible children and their parent(s) or legal guardian(s) are likely to see it, like disability-related community agencies, hospitals or daycare centers.

To meet its *Child Find* obligation to students who are homeschooled or attend private schools, the District offers to meet at least annually with representatives from private schools within the District and with parents who have placed their students in a private school within the District or who home-school their students, about special education and how to refer a student for a special education evaluation, and the special education and related service options available in the event their student is eligible.

If the parent or legal guardian of a student who is home-instructed or who is placed in a private school is offered an initial evaluation by the District but does not provide consent for the evaluation, the District may not use the special education dispute resolution process to override the lack of consent.

## **Prior to a Referral**

“Prior to a referral [to special education], students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial, compensatory; response to evidence -based intervention; and other academic or behavior support services. If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full individual and initial evaluation. This referral for a full individual and initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.” TAC §89.1011(a) Fort Bend ISD utilizes the Student Support Team (SST) to consider all early intervening services provided, all evidence-based reading or other programs used, and any support services available to all students prior to referral for special education evaluation. The SST Team documents interventions prior to the referral for special education evaluation. Notwithstanding, these general education intervention strategies will not be used to delay or deny the provision of a special education evaluation

## **General Education Responsibilities**

Fort Bend ISD utilizes a Multi-Tiered Systems of Support (MTSS) process. MTSS encompasses supports for the whole child, and takes into account academics, behavior, and social/emotional supports. Fort

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Bend ISD has created procedures and systems referred to as Responsive Instruction, to encompass MTSS. When a student is having difficulty, this process is implemented in order to address the student's specific needs. The needs include academic, behavioral, emotional, speech, or social difficulties.

## **Membership of the Student Support (SST) Team**

The campus administrator determines membership based on district guidelines. It is appropriate that special education personnel participate in the SST process, but should not be assigned primary responsibility for the SST team process (i.e., SST Chairperson).

## **Process for Students Exhibiting Communication Issues**

The SST Team may request a Screening for a student not identified as receiving special education services who is exhibiting concerns with Communication. There are three possible outcomes as a result of the screening. First, the team may recommend additional interventions. Second, no interventions may be recommended. Third, the team may recommend a special education evaluation (Refer to Initial Referral procedures in the Special Education Administrative Procedures).

## **Process for Students Exhibiting Visual and/or Auditory problems**

On occasion, the SST Team may consult with an evaluation staff member (SLP/Diag/LSSP) for a student not identified as receiving special education services who is exhibiting visual or auditory deficits. If there is a suspected visual and/or auditory impairment and a referral for special education evaluation is made the referral packet may include any outside physician reports related to hearing and vision such as the audiological, ontological, or Texas eye report.

## **Process for Students who are Exhibiting Behavior Problems**

Fort Bend ISD has a variety of interventions for students not identified as receiving special education services who are exhibiting behavior problems. Campuses should consult the campus Responsive Instruction Liaison for assistance with the SST process. The campus based LSSP may also be consulted as part of the Tier 3 intervention process. LSSPs serve as consultants to the intervention process and do not provide direct interventions to students not identified as having special education services.

## **Students suspected of having a disability under Section 504**

Students suspected of having a disability under Section 504 should be referred for an evaluation by a Campus Section 504 Committee and, if needed, the development by that Committee of an accommodation plan under Section 504. These referrals should be directed to the student's Campus Section 504 Coordinator. If a student's Section 504 Committee determines that the student has a disability that may require specialized instruction to make progress in the general curriculum, or if the student continues to experience difficulty in the general education classroom even with the supports specified in a 504 accommodation plan, the Section 504 Committee should refer the student to the Director of Special Education or designee to determine whether a full individual and initial evaluation is appropriate under the circumstances.

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## **Response to Intervention (Rti) or Multi- Tiered Systems of Support (MTSS)**

A RTI or MTSS process cannot be used to delay or deny the full and individual evaluation of a child suspected of having a disability under 34 CFR §300.8, whether the disability is suspected by school personnel or the child’s parent. Nothing in Texas Education Code section 89.1011 prohibits school personnel or the child’s parent from referring a child suspected of having a disability for an initial evaluation prior to completion of the RTI or MTSS process.

Additionally, whether or not the local educational agency (LEA) is implementing an RTI or MTSS process, if a parent requests such an evaluation and the LEA does not suspect the child has a disability and therefore believes that an evaluation is not necessary, it must provide the parent with prior written notice under 34 CFR § 300.503 that it is refusing the parent’s proposal of a full and individual evaluation. Under 34 CFR § 503(b), the written notice must include, among other things, an explanation of why the LEA refuses to conduct an initial evaluation and the information used as the basis to make that decision. The District will also provide Ensure the District provides the parent(s), legal guardian and/or adult student with a copy of TEA’s most recent Notice of Procedural Safeguards.

The implementation of a RTI or MTSS process is not a reason to fail to respond to a parent’s request for an initial evaluation. The LEA must either: (1) provide notice consistent with 34 CFR §§ 300.503-.504 and obtain informed, written consent consistent with 34 CFR § 300.9 before conducting the evaluation pursuant to 34 CFR § 300(a)(1); or (2) provide notice under 34 CFR § 300.503 that the LEA is refusing to conduct the evaluation. It would be inconsistent with the evaluation provisions for an LEA to wait until the completion of RTI or MTSS interventions before responding to the parent’s request for an initial evaluation in one of those two ways.

## **Request for an Initial Evaluation Timeline**

If a parent/guardian makes a written request to a local educational agency’s director of special education services or to a district administrative employee for an initial evaluation for special education services, the school must, not later than the 15th school day after the date the school receives the request, either give the parent : 1) prior written notice of its proposal to conduct an evaluation, a copy of the Notice of Procedural Safeguards, and the opportunity to give written consent for the evaluation; or 2) prior written notice of its refusal to evaluate the student and a copy of the Notice of Procedural Safeguards.

A parent, legal guardian or adult student may choose to receive the Notice of Procedural Safeguards, as well as the Prior Written Notice discussed below, by email, if the District makes that option available. If the parent or legal guardian does not affirmatively elect to receive the aforementioned notices by email, the District will mail or hand-deliver the notice(s) and document the method of delivery.34 C.F.R. § 300.505.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. The District must still comply with all federal notice requirements and requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and



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in need of special education. *However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.*

When obtaining informed consent and reviewing procedural safeguards, it is imperative that the evaluation staff member properly informs and documents that the parent fully understands the information and is declining the use of an interpreter in their native language. Documentation should occur on the consent form indicating that the parent understands and declines the need for an interpreter.

When scheduling ARD meetings, the CCC/ARD Facilitator/Evaluation Staff Member must indicate on the Parent/Guardian Acknowledgement Form in the Comments Text Box that the parent fully understands the information and is declining the use of an interpreter in their native language.

## INITIAL REFERRAL

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***FBISD Board Policies: EIE(Local) EHBAA (Legal); EHBAB(Legal); EHBAE (Legal); FB(Legal); 34 CFR §§ 300.8(c), 300.39(a)(1), 300.39(a)(2) 300.301,; TEC §29.004 ; 19 TAC §§ 89.0135(a); 89.0135(b), 89.1040(c), 89.1040(c)(13), 89.1011***

A referral for a special education evaluation may be initiated by school personnel, a student’s parent or legal guardian, or another person involved in the education or care of the student.

Should an administrator, teacher, parent or legal guardian believe that there is reason to suspect a student has a disability and is in need of special education, even if they are progressing from grade to grade, they may initiate the referral process.

The referral may be made verbally or in writing. A written request for a special education evaluation is not required by IDEA or FBISD. Written referrals should be directed to the District’s Director of Special Education or their assignee. Any employee of the District receiving a verbal or written referral should communicate the referral to the District’s Director of Special Education or their assignee. District staff should make any referrals for special education in writing to the District’s Director of Special Education or their assignee.

The initial evaluation and the resulting report must be completed no later than 45 school days from the day the school receives written consent. Additional information and special circumstances appear below:

- For purposes of these timelines, “School Day” does not include a day that falls after the last instructional day of the spring school term and before the first instructional day of the subsequent fall school term. The commissioner by rule may determine days during which year-round schools are recessed that are not considered school days for purposes of these timelines.

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- If a student is absent from school during that 45 School-Day period for three or more days, that period must be extended by the number of School Days equal to the number of School Days during that period that the student was absent.
- For students under five years of age by September 1 of the school year who are not enrolled in public school and for students enrolled in a private or home school setting, the student's initial special education evaluation must be completed no later than the 45th School Day following the date on which the school district receives written consent for the evaluation, signed by a student's parent or legal guardian.
- If a school district receives written consent signed by a student's parent or legal guardian for a full individual and initial evaluation of a student at least 35 but fewer than 45 School Days before the last instructional day of the school year, the evaluation must be completed and the written report of the evaluation must be provided to the parent or legal guardian no later than June 30 of that year. The student's admission, review, and dismissal committee shall meet no later than the 15th School Day of the following school year to consider the evaluation.
- If a school district receives written consent signed by a student's parent or legal guardian less than 35 School Days before the last instructional day of the school year or if the district receives the written consent at least 35 but fewer than 45 School Days before the last instructional day of the school year but the student is absent from school during that period for three or more days, a written report of a full individual and initial evaluation shall be completed no later than the 45th school day following the date on which the school district receives written consent for the evaluation, signed by the student's parent or legal guardian, except that the timeframe can be extended by the number of school days equal to the number of school days during that period that the student was absent.
- *Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.*

## **Procedures for Referring a Student Not Yet Identified as Receiving Special Education Services for a Full Individual and Initial Evaluation (FIE)**

1. Upon the referral/request for evaluation by the SST committee, 504 committee, or parent/guardian, the appropriate staff member will complete the Student Referral Form indicating areas of student's difficulties. The Student Referral Form can be found in the Appendix for Section 1.
2. The appropriate staff member will gather the Vision/Hearing Screening, Home Language Survey, and any other supporting/relevant documents that would be beneficial for the completion of the Full and Individual Evaluation.
3. The completed referral packet will be given to the appropriate campus evaluation staff (Diagnostician/LSSP/SLP). If the referral only included speech, the referral packet will be



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given to the campus SLP. At the elementary level, if the referral includes academic or behavior concerns, the referral packet will be given to the Diagnostician. At the secondary level, if the referral includes academic or behavior concerns, the referral packet will be given to the Diagnostician or LSSP.

4. The appropriate campus evaluation staff member will obtain informed consent from the parent/guardian and send the completed referral packet to the Program Manager of Evaluation. Prior to sending the packet, the campus evaluation staff member will upload the signed consent form into Success Ed and put the original in the referral folder.
5. The Program Manager of Evaluation will assign the folder to the initial evaluation team for completion. Once the folder has been received by the initial team member(s), they will email the campus contacts listed on the checklist to schedule the Full Individual and Initial Evaluation (FIE).
6. Once an initial FIE has been completed in its entirety in Success Ed, the evaluator will log the evaluation in the Review Team Google spreadsheet to indicate that it is ready for review.
7. The evaluation review team will review the FIE to ensure the FIE includes the required components according to the district established FIE rubric. After the review process is complete, the evaluator will lock the evaluation in Success Ed indicating it is final and complete.
8. If the review team is not in agreement with the findings, the review team will contact the evaluator to provide feedback and suggested corrections to ensure the FIE meets the district established rubric.
9. When the edits are completed, the evaluator will email the Evaluation Leadership Team so the edits can be reviewed.
10. Once the evaluation is locked, the initial team evaluator will notify the campus evaluation specialist staff to set up a staffing and ARD.
11. The initial evaluation team evaluator will conduct a staffing with the appropriate campus personnel to review the evaluation results.
12. It is the initial team evaluator's responsibility to review the FIE with the parent prior to the ARD. If the parent is unavailable to review the FIE prior to the ARD, the Initial Evaluator must notify the campus and plan to be present prior to the ARD meeting to review the FIE results with parent.

\*If the evaluation renders a Does Not Qualify (DNQ), the evaluator must attend the school staffing to explain the DNQ and offer specific information regarding recommended interventions and support to assist the student.

\*\*If the evaluation renders an eligibility of AU, ED, or OHI for ADHD, the LSSP must attend the school staffing. It is the responsibility of the initial team evaluator to complete the draft AU supplement, Behavior Intervention Plan, and Behavior/Social goals and objectives for the ARD if recommended.

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\*\*\* If additional forms need to be generated or faxed, such as a physician form or consent to release information, the evaluator conducting the evaluation will complete this task.

## Who is eligible for the District’s program of special education and related services?

The District provides special education and related services to eligible students ages 3 through 21 who reside within the District. To be eligible for the District’s program of special education and related services, a student must (a) have one or more of the thirteen qualifying disabilities listed below and (b) need special education and related services—Specially Designed Instruction (SDI)—because of the disability. A free appropriate public education is also available to children with visual or auditory impairments residing within the District from birth through age 21.

Special education means “specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability.” Specially Designed Instruction (SDI) means—

- “adapting, as appropriate to the needs of an eligible student under this part, the content, methodology, or delivery of instruction-
  - To address the unique needs of the student that result from the student's disability; and
  - To ensure access of the student to *the general curriculum*, so that the student can meet *the educational standards within the jurisdiction of the public agency that apply to all children.*”<sup>1</sup>

The general curriculum and educational standards that “apply to all children” in FBISD are the [Texas Essential Knowledge and Skills \(TEKS\)](#) as well as the District’s Policy **EIE(Local)**. The state-wide assessments that determine a student’s progress toward meeting those educational standards are the [State of Texas Assessments of Academic Readiness \(STAAR\)](#).

**Special Education** or *Specially Designed Instruction* (SDI) also includes—

- speech-language pathology services;
- any other related service, if the service is considered special education rather than a related service under state standards;
- travel training; and

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<sup>1</sup> 34 C.F.R. § 300.39(b)(3)(emphasis added)

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- vocational education.

Subject to the age limitations specified above, students may be eligible for special education and related services under these categories of disability specified under state and federal law: autism, deaf-blindness, auditory impairment, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech impairment, traumatic brain injury, visual impairment, and “noncategorical early childhood.”

Children between the ages of 3-5 who are evaluated as having an intellectual disability, an emotional disturbance, a specific learning disability or autism may be described as “noncategorical early childhood” for the purposes of special education eligibility.

Consideration of eligibility for special education and related services begins with a referral for a special education evaluation—a full individual and initial evaluation.

## ***Early Childhood Intervention (ECI)***

For the Memorandum of Understanding (MOU) with the TEA and specific referral information, refer to the MOU in its entirety at:

<http://www.tea.state.tx.us/special.ed/mou/pdf/etmou.pdf>.

ECI is a coordinated system of services available in every county within Texas for children birth to age three with disabilities or delays. ECI is funded through the federal Individuals with Disabilities Education Act (IDEA, Part C), P.L. 105-17 and through state appropriations. ECI supports families to help children reach potential through developmental services. ECI contracts with local agencies and organizations through a funding application process.

The local ECI programs must identify, locate, and screen or evaluate all infants and toddlers, birth through two years of age, who have or are suspected of having developmental delays. ECI must notify the local educational agency (LEA), for the area in which the child resides, that the child will shortly reach the age of eligibility for preschool services for children with disabilities (which is three years old). By the child’s second birthday, ECI programs must notify the appropriate LEA child find personnel of the child’s birth date. The notification must be written and include the following information: child’s name; parent(s) or guardian(s) name; address; telephone listing; and date of enrollment in ECI.

The child find system must include procedures for use by primary referral sources for referring a child to the appropriate ECI program for evaluation and re-evaluation. Once the local ECI program receives a referral, it shall appoint a service coordinator as soon as possible.

If a parent or other referral source contacts a Fort Bend ISD campus or other staff member requesting services for a child under the age of three, the staff member should document contact and notify the

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Program Manager for Evaluation & Related Services, located at the MR Wood Center for Learning. Fort Bend ISD has two working days to document and notify the local ECI Agency.

## Contact Information for local ECI Agencies

1. Texana Center  
Project GROW ECI  
4706 Airport Ave.  
Rosenberg, TX 77471  
**Referral Number - (281) 238-1800**  
Fax Number - (281) 238-1859  
Web: [www.texanacenter.com](http://www.texanacenter.com)
2. Easter Seals of Greater Houston, Inc.  
ECI Infant Program of Easter Seals  
4500 Bissonnet #340 Suite 340  
Bellaire, TX 77401  
**Referral Number - (713) 838-9050 Ext 385**  
Fax Number - (713) 838-0926  
Web: [www.eastersealshouston.org](http://www.eastersealshouston.org)
3. BACH  
BACH ECI  
120 Hospital Drive  
Angleton, TX 77515  
**Referral Number - (979) 849-2447**  
Fax Number - (979) 848-8337  
Web: [www.bacheci.org](http://www.bacheci.org)

## ***Dyslexia (Updated due to TEA Corrective Action Plan Guidance)***

On January 11, 2018, the U.S. Department of Education Office of Special Education Programs (OSEP) released a final monitoring report in which it found that the Texas Education Agency (TEA) failed to comply with certain requirements in the Individuals with Disabilities Education Act (IDEA). OSEP specifically noted that some children in Texas who were suspected of having a disability and needing special education and related services under the IDEA were not referred for an evaluation under the IDEA. These students were instead evaluated and provided services under Section 504 of the Rehabilitation Act of 1973 (Section 504). Similarly, OSEP identified that some students receiving services under Section 504 who were suspected of needing special education services were either not referred

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for evaluation or not referred in a timely manner. These scenarios appeared to be particularly common when the suspected or identified disability was dyslexia or a related disorder

On June 6, 2018, the Texas Education Agency released a *To the Administrator Addressed* correspondence regarding the Provision of Services for Students with Dyslexia and Related Disorders. TEA's intent was to provide clarification regarding the provision of services for students with dyslexia and related disorders. TEA noted the importance of school districts recognizing that dyslexia and related disorders are considered specific learning disabilities under the IDEA and are included within Child Find mandate. The guidance stated that school districts have an obligation to refer any student who is suspected of having a disability and needing special education services for an evaluation under the IDEA.

The State Board of Education (SBOE) on November 16, 2018, gave final approval to updates to *The Dyslexia Handbook—2018 Update: Procedures Concerning Dyslexia and Related Disorders* (Dyslexia Handbook). The updates address recent legislative changes and clarify processes regarding identification and services for students, including students with dysgraphia. The Dyslexia Handbook (2018) as approved by the State Board of Education <https://tea.texas.gov/academics/dyslexia/>

The handbook contains guidelines for school districts to follow as they identify and provide services for students with dyslexia. In addition, information regarding the state's dyslexia statutes and their relation to various federal laws is included.

Fort Bend ISD has developed procedures to address the provision of services for students with dyslexia and related disorders which are indicated in the Procedures for Identification section below.

## **Procedures for Identification of a Student suspected of having Dyslexia**

Student not identified as receiving special education services and/or student receiving 504 services is referred for a Dyslexia evaluation

- CCC/Counselor/ARD Facilitator will inform the parent that all initial requests for Dyslexia evaluations need to be conducted under the IDEA process to ensure parents are informed of the rights and that the Educational Diagnostician or LSSP will be contacting them to explain the evaluation process and obtain informed consent under IDEA. Inform the parent that this revised procedure is in response to the TEA corrective action plan.
- The CCC/Counselor/ARD Facilitator will prepare the referral folder and give to the Educational Diagnostician or LSSP. The Dyslexia teacher may be asked to assist in gathering information for the referral. Remember, we only have 15 school days for the Informed Consent meeting with the parent so there needs to be increased collaboration on the referral process.
- The Educational Diagnostician or LSSP will contact the parent and hold the informed consent meeting with the parent. A face-to-face meeting is preferred, but if the parent is not available

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to attend the meeting at the school, the Educational Diagnostician or LSSP will conduct the meeting over the phone and then send the documents home to the parent.

- Once consent is received, the Educational Diagnostician will send the referral folder to MRW addressed to the Program Manager.
- The Program Manager will assign out the evaluation.
- In the interim until the FIE is completed, if the student is not currently identified for any services, the SST should meet to develop an intervention plan if the student is not currently receiving interventions. Based on the plan, additional data regarding the student's response to the intervention(s) should be provided to the Evaluator. If the student is currently identified as receiving 504 services, the 504 committee should meet to note the referral for the FIE under IDEA/Special Education and also develop and document an intervention plan until the FIE is completed. Based on the plan noted in the 504 meeting, the additional data should be provided to the evaluator.

## **Parent denies a Full Individual Evaluation under Special Education/IDEA**

- CCC/Counselor/ARD Facilitator will inform the parent that all initial requests for Dyslexia evaluations need to be conducted under the IDEA process to ensure parents are informed of the rights and that the Educational Diagnostician will be contacting them to explain the evaluation process and obtain informed consent under IDEA.
- The CCC/Counselor/ARD Facilitator will prepare the referral folder and give to the Educational Diagnostician. The Dyslexia teacher may be asked to assist in gathering information for the referral. Remember, we only have 15 school days for the Informed Consent meeting with the parent, so there needs to be increased collaboration on the referral process. The Educational Diagnostician will contact the parent and hold the informed consent meeting with the parent. A face-to-face meeting is preferred, but if the parent is not available to come up to the school, the Educational Diagnostician will conduct the meeting over the phone and then send the documents home to the parent.
- If the parent denies consent for an initial Full Individual Evaluation under IDEA/Special Education, the Educational Diagnostician will document parent refusal in the contact log, complete the Notice of Evaluation, Notice of Decision, complete the FBISD Ready/Willing/Able letter, and Consent Form documenting the parent's denial in allowing the school district to conduct the Initial Full Individual Evaluation under IDEA/Special Education.
- Documentation will then be given to the parent and locked in Success Ed for documentation.
- The Educational Diagnostician will notify through email to the CCC/Counselor that the parent has denied a Full and Individual Evaluation.

## **Parent denies a Full Individual Evaluation under Special Education/IDEA but still wants a Dyslexia evaluation under 504**

- The CCC/Counselor will verify through written documentation that the parent has been given informed consent under IDEA/Special Education by an Educational Diagnostician and is denying the school district to conduct the Initial Full Individual Evaluation under IDEA/Special Education



# I – Referrals & Child Find

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see Consent form, Notice of Decision, Notice of Refusal, Contact Log, FBISD Ready/Willing/Able letter, )

- The CCC/Counselor will conduct an informed consent meeting under the 504 evaluation process.
- Once consent has been obtained, the CCC/Counselor will send the referral folder to the campus Dyslexia Teacher.
- Dyslexia Teacher will contact the Dyslexia Coordinator to obtain testing materials.

## **When a Parent Requests a Dyslexia Evaluation**

- CCC/Counselor/ARD Facilitator will inform the parent that all initial requests for Dyslexia evaluations will be conducted under the IDEA process to ensure parents are informed of the rights and that the Educational Diagnostician or LSSP will be contacting them to explain the evaluation process and obtain informed consent under IDEA.
- If parent shares that they do not want an initial Full Individual Evaluation under the IDEA/Special Education process, the CCC/Counselor will acknowledge the parent's wishes and also indicate that those wishes must be properly documented by the Educational Diagnostician/LSSP at the informed consent meeting.
- The Educational Diagnostician or LSSP will contact the parent and hold the informed consent meeting with the parent. A face-to-face meeting is preferred, but if the parent is not available to come up to the school, the Educational Diagnostician or LSSP will conduct the meeting over the phone and then send the documents home to the parent.
- If the parent denies consent for an initial Full Individual Evaluation under IDEA/Special Education, the Educational Diagnostician will document parent refusal in the contact log, complete the Notice of Evaluation, Notice of Decision, complete the FBISD Ready/Willing/Able letter, and Consent Form documenting the parent's denial in allowing the school district to conduct the Initial Full Individual Evaluation under IDEA/Special Education.
- Documentation will then be given to the parent and locked in SuccessEd for documentation.
- The Educational Diagnostician/LSSP will notify through email to the CCC/Counselor that the parent has denied a Full and Individual Evaluation, and the parent can obtain a dyslexia evaluation through 504.

## **Frequently Asked Questions**

1. *What if the parent refuses to attend the informed consent meeting under IDEA/504, how is that documented?*

The Educational Diagnostician will still update the contact log, prepare the Notice of Evaluation, Notice of Decision, FBISD Ready/Willing/Able letter, and Consent Form. All paperwork will be sent home and uploaded/locked in SuccessEd for documentation purposes.

# I – Referrals & Child Find

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- 2. Can a student receive intervention from the Dyslexia teacher during the initial FIE process until it is completed?*

Yes, utilizing classroom data, the campus staff can create a plan to address phonics/reading. The data collection obtained from intervention will be beneficial not only to inform ongoing intervention, but the student's response to the interventions also assist the evaluators during the FIE process.

- 3. Can the Dyslexia Teacher assist in the FIE process?*

Yes, the dyslexia teacher can assist in the FIE process. The Dyslexia Teacher may be or previously have worked with the student and can provide data to inform the FIE (i.e., data points, work samples, observations)

- 4. Is a screening for Dyslexia required before a referral for an FIE?*

Although TEA requires universal screenings for all students in grades K as part of the early identification process, an individual screening or consultation is not required prior to parent or staff member requesting an evaluation. The *Student not identified as receiving special education services and/or student receiving 504 services* procedures should be implemented.

- 5. Is it considered best practices with regard to least restrictive environment to assess for speech first, come back and consider dyslexia testing, and then, if needed, come back and assess for a learning disability?*

No, the team must consider all of the data collected and look at the student's current learning profile in order to determine the type of evaluation the student needs to assess all areas of concern.

- 6. What additional evaluations must be administered for ELL students?*

Oral language proficiency should be evaluated. If the student has received instruction in English and Spanish, then all testing needs to be completed in both languages.

- 7. If a student is speech impaired (or other disability categories other than LD) and Dyslexic, does the student need an IEP (goals/objectives for reading)?*

No. The ARD committee should document that the student has been identified with Dyslexia or that the student has a reading disability that exhibits the characteristics consistent with Dyslexia. Since there are instructional implications as well as accommodations on the state assessment program for students with dyslexia, the identification should be addressed in the ARD deliberations.

# I – Referrals & Child Find

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8. *If a student is receiving special education services for a learning disability in reading and is also determined to have Dyslexia, does the student need an IEP (goals/objectives for reading)?*

Yes. The components of reading instruction required for students with dyslexia/LD in Reading must be addressed in the IEP (goals/objectives):

- Phonemic awareness instruction (detect, segment, blending, manipulating sounds)  
Graphophonemic knowledge (phonics) – words that carry meaning are made of sounds and the sounds are written with letters in the correct order
- Language structure instruction that encompasses morphology, semantics, syntax, and pragmatics
- Linguistic Instruction – proficient and fluency with patterns of language so words and sentences carry their meanings
- Strategy-Oriented Instruction – strategies for decoding, encoding, word recognition, fluency, and comprehension.

9. *If a student qualifies for special education with a reading disability but the committee determines that the Dyslexia program in the general education setting is the best program for the student, who writes the IEPs?*

The special education teacher will complete the IEPs in Success Ed with collaboration from the Reading Specialist. The Special Education teacher will continue to consult with the Reading Specialist to gather information to report progress on IEPs. The Special Education teacher is responsible for updating the student's IEPs.

10. *Can a student receive direct services from dyslexia and special education?*

Yes. The appropriate teachers for a student who is receiving reading instruction through both special education and general education dyslexia should coordinate the services offered to this student. This collaboration model should include all teachers, both general education and specialized teachers, who teach reading (including reading in the content area) to ensure generalization of the methodology identified as the reading intervention. The ARD committee will need to determine the most appropriate environment for the student to receive the instruction.

11. *Who collects intervention data if the child is already identified as Special Education?*

If the student is already receiving special education services, the special education service provider will hold a staffing to develop a plan for interventions and an ARD should be held to

# I – Referrals & Child Find

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discuss the student's lack of progress in the area of reading or writing and discuss a plan for interventions. *RTI data is not required prior to conducting a Re-evaluation.*

The special education services provider is responsible for gathering the data on the student's response to interventions. The progress monitoring data may be documented on the RTI/SST forms or other progress monitoring tools.

## ***Limited English Proficient (LEP)***

If the parent(s), legal guardian(s) or adult student is limited English proficient and the parent's or guardian's native language is Spanish, the District will provide Admission, Review and Dismissal (ARD) committee meeting notices and Prior Written Notices, as well as TEA's Notice of Procedural Safeguards and other special education related documents, to the parent or guardian in Spanish. If the parent or guardian is limited English proficient and the parent's or guardian's native language is Spanish, the District will also provide either all of the text (comparable rendition) of the written Individualized Education Program (IEP) translated into Spanish or an audio recording of the IEP translated into Spanish. The District may also audio record an ARD committee meeting at which the parent or guardian was assisted by an interpreter and offer the parent or guardian an audio recording of the meeting; however, such recording shall not substitute for a written or audio recorded translation of the IEP unless it includes an oral translation into Spanish of all of the content in the student's IEP. 19 TEX. ADMIN. CODE § 89.1050(i)

If the parent's, guardian's or adult student's native language is other than English or Spanish, the District will make a good faith effort to provide notices to the parent or guardian in the parent's or guardian's native language, to provide a written or audio recorded translation of the IEP in the parent's or guardian's native language, and to facilitate the parent's or guardian's participation in any ARD committee meeting, including by arranging for an interpreter, unless it is clearly not feasible to do so. The term "native language" when used with respect to an individual who is limited English proficient, means the language normally used by the individual." 20 U.S.C. § 1401(30); 19 TEX. ADMIN. CODE § 89.1050(f)

***Preschool Program for Children with Disabilities (PPCD) \*\* The PPCD program name has been changed at the State level and is now referred to as the Early Childhood Special Education program TEC 29.009, ECI Memorandum of Understanding***

<http://www.tea.state.tx.us/special.ed/mou/pdf/etmou.pdf>

Fort Bend ISD offers a multi-disciplinary team approach to the evaluation for children, ages 3-5, who are NOT enrolled in public school.

## **3 is 3/Early Childhood Intervention (ECI)**

IDEA requires children who are identified with a disability prior to age 3 referred by Part C/Early Childhood Intervention (ECI) to have an IEP developed by the child's 3<sup>rd</sup> birthday (this means ARD must

# I – Referrals & Child Find

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be held and IEP in place prior to child's 3<sup>rd</sup> birthday). The impact of this rule on the Intake Assessment Team and ARD Committees is as follows:

1. A child's evaluation may require completion in less time than the 45-school day timeline.
2. A child's initial ARD may have to be held in less time than 30 days from the date the Full Individual Evaluation is completed.

When working with a child who is about to turn 3, the child's date of birth drives all timelines.

\*Referrals received from Part C/Early Childhood Intervention (ECI) less than 90 days prior to the child's 3<sup>rd</sup> birthday do not apply and will follow regular referral timelines.

## **ECI Transition Meetings**

Transition Meetings are held monthly with the ECI agencies. The meetings are held at the MR Wood Center for Learning or the ECI office. Interpreters are available. The Lead Speech Pathologist, Lead Diagnostician, and/or Lead LSSP present an overview of the evaluation process and initial ARD meeting to the parents who attend ECI Transition Meeting.

The purposes for these meetings are to:

- Inform the parents of the transition process from ECI services to public school services.
- Describe the continuum of PPCD/ECSE services that Fort Bend ISD has available.
- Describe the evaluation process.
- Describe the ARD process.
- Address any questions that the parent has regarding this transition.

After the ECI Transition Meeting, the ECI referral information is submitted to FBISD by the ECI agency. FBISD staff process/upload the referral information and any additional documents to the Success Ed program. The Program Manager of Evaluation or designee reviews the referral information and assigns to the Early Childhood evaluation team for completion. The FIE must be completed and the ARD held prior to the child's 3<sup>rd</sup> birthday.

Since the child is not attending school, the evaluation team specialist will contact the parent to schedule the evaluation and obtain the following:

1. Provide the Notice of Evaluation.
2. Obtain consent for the evaluation (date stamped when received).
3. Review and provide the Notice of Procedural Safeguards (dated April 2016) and obtain a signed receipt.
4. Review and provide the Guide to the ARD Process and obtain a signed Parent/Guardian Acknowledgement Form.

# I – Referrals & Child Find

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- The evaluator will enter the date of consent and upload signed copies of the consent/receipts in Success Ed.
- Once the FIE is completed in Success Ed, the evaluator will email the Program Manager for Evaluation and Related Services or designee.
- The evaluation is submitted to the review team.
- The evaluator will notify the campus evaluation specialist of the FIE submitted to review team and third birthday due date.
- The lead evaluator will notify the Program Manager for PPCD/ECSE for review of evaluation data to support possible placement in the PPCD/ECSE program if needed.
- If the review team is in agreement per the rubric, the evaluator will lock the evaluation in Success Ed indicating it is final and complete.
- If the review team is not in agreement with the findings, the evaluator will receive a rubric from the review team with the specific clarifications/edits needed.
- When the edits are completed, the evaluator will email the Program Manager of Evaluation or designee so the edits can be reviewed.
- Once the evaluation is locked, the evaluator will notify the campus evaluation specialist staff to set up a staffing and ARD.
- The evaluator will staff with appropriate campus personnel to review the assessment results and assist with development of proposed PLAAFP and IEPs.
- The lead evaluator will obtain required FIE signatures and provide copies/file to campus.
- It is the evaluator's responsibility to review the FIE with the parent prior to the ARD. If the parent cannot be contacted, the team evaluator must notify the campus and plan to be present prior to the ARD meeting to review the FIE results with parent.

\*If the student does not qualify (DNQ), the evaluator must attend the school staffing to explain the DNQ and offer specific information regarding recommended interventions and support.

\*\*If the evaluation renders an eligibility of AU, ED, or OHI for ADHD, the evaluator must attend the school staffing. It is the responsibility of the initial team evaluator to complete the draft AU supplement, FBA, Behavior Intervention Plan and Behavior goals/objectives for the ARD if recommended.

\*\*\* If additional forms need to be generated or faxed, such as a physician form or consent to release information, the Initial Evaluator will complete this task.

## **Referrals (not from ECI) ages 3-5**

Children ages 3-5 who are not enrolled in FBISD go through the Special Education Early Childhood Intake Center and screening process. When a parent contacts a campus and wants their 3-5 year old child referred for a Full Individual and Evaluation for special education, the campus should direct the parent to call the Intake Center appointment line at 281-634-1351. \*Children with disabilities cannot begin attending FBISD until their 3<sup>rd</sup> birthday or at the date designated by an ARD committee.



# I – Referrals & Child Find

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When a parent/guardian calls the Intake Center, the staff member taking the call collects information including parent name, phone/email, child name/birthdate, and address. The staff member will verify the child's address/home campus, schedule the screening appointment date, and will send the parent the Early Childhood Intake Packet. The parent will return this packet during their child's assigned screening appointment.

\*Once a student enrolls in Prekindergarten or Kindergarten, and the student is suspected of having a disability, the campus based initial evaluation procedures are followed. Campuses **must** enroll students with suspected disabilities rather than deferring enrollment contingent upon referring the student to the Special Education Early Childhood Screening.

## Early Childhood Screening Results

If it is determined that a Full Individual Evaluation is required, a Hearing and Vision screening is conducted by a FBISD Nurse at the screening location. A physician referral will be made and given to the parent if the child fails any portion of hearing and vision screening. The parent is responsible for the follow-up with a physician and providing results to the local education agency (LEA) so that the evaluation process can continue.

After the screening appointment, FBISD staff process/upload the referral information and any additional documents to the Success Ed program. The Program Manager of Evaluation or designee reviews the referral information and assigns to the Early Childhood evaluation team for completion. These students follow the same initial evaluation process for 3 is 3/ECI described earlier in this section with the **exception** of timeline requirements. Please refer to that section in this document.

Referrals (not from ECI) ages 3-5 follow the 45 school day initial timeline from the date of signed parental consent, as well as the special circumstances noted within the Initial Referral section in this document. An ARD committee meeting shall be held within 30 calendar days from the date of the completion of the Full and Individual Evaluation (FIE).

## Additional Information - Head Start Agencies

Head Start agencies are federally funded programs. (They are not considered a private school.) Students attending Head Start who are not enrolled in a FBISD school who are suspected of having a disability may be referred to the FBISD Intake Center for an Initial Full Individual Evaluation.

Eligibility for this program includes:

- Age birth to 5
- Low income
- Foster children (regardless of income)

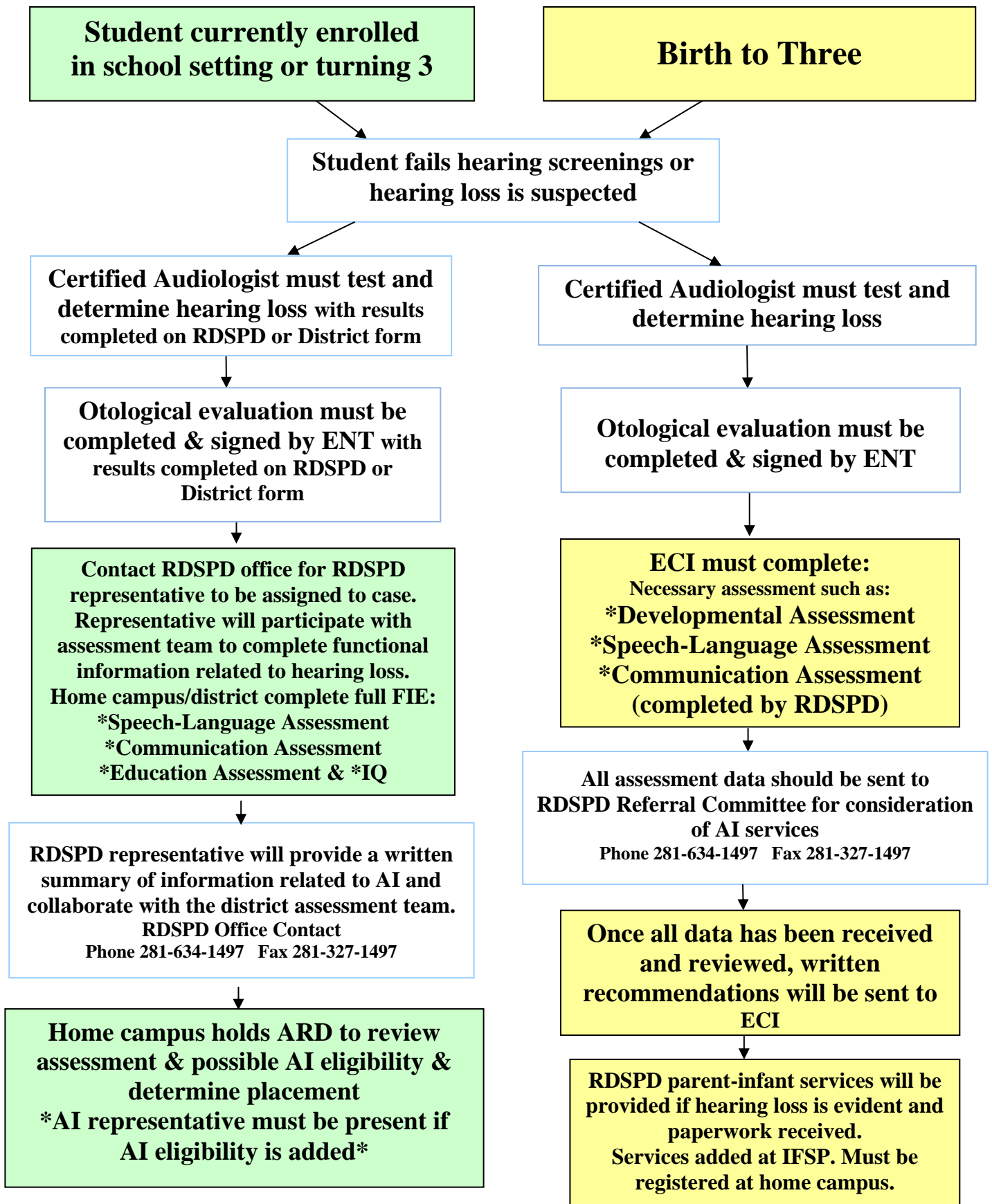
10% of the total enrollment is made available to children w/ disabilities (however this does not necessarily mean the students are IDEA eligible)

# Appendix-Section 1

INSPIRE • EQUIP • IMAGINE



**Brazoria-Fort Bend Regional Day School Program for the Deaf**  
**\*FLOWCHART FOR REFERRAL OF STUDENTS FOR**  
**AUDITORY IMPAIRMENT ELIGIBILITY/ECI SERVICES**



# AMPLIFICATION MONITORING RECORD

Month & Year: \_\_\_\_\_

Student Name: \_\_\_\_\_

CI/Hearing Aid: \_\_\_\_\_

Campus: \_\_\_\_\_

ALD: \_\_\_\_\_

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No
Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No
Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No
Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No
Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No
Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No
Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No
Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No
Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No
Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

**Remember: Daily Ling Sound Checks: ooo/ah/eee/mmm/sss/sh**

\*Write additional comments on the back of this form.



**This Amplification Record should be completed daily by:**

- **Student (when appropriate)**
- **Special Education Teacher**
- **Regular Education Teacher**
- **Speech Therapist**
- **Nurse, or**
- **Any other designee**

**This record will serve as documentation of the student's use of the amplification as indicated on the Individual Education Plan (IEP), Special Education modification page, or by the 504 Committee. Therefore, keeping this documentation is not optional.**

**At the end of the year, please file this Amplification Monitoring Record in the teacher's folder.**

**Thank you for your cooperation.**

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# AMPLIFICATION MONITORING RECORD

Student: \_\_\_\_\_

School Year: \_\_\_\_\_

Campus: \_\_\_\_\_

Grade: \_\_\_\_\_

## Amplification used by the student:

- |  |                  |                 |
|--|------------------|-----------------|
| <input type="checkbox"/> <b>Hearing Aid(s)</b>             | <b>Right Ear</b> | <b>Left Ear</b> |
| <input type="checkbox"/> Traditional                       |                  |                 |
| <input type="checkbox"/> Digital                           |                  |                 |
| <input type="checkbox"/> <b>Cochlear Implant:</b>          | <b>Right Ear</b> | <b>Left Ear</b> |
| <input type="checkbox"/> <b>Assistive Listening Device</b> |                  |                 |
| <input type="checkbox"/> <b>FM</b>                         | <b>Right Ear</b> | <b>Left Ear</b> |
| <input type="checkbox"/> <b>Auditory Trainer:</b>          | <b>Right Ear</b> | <b>Left Ear</b> |
| <input type="checkbox"/> <b>Toteable</b>                   | <b>Right Ear</b> | <b>Left Ear</b> |
| <input type="checkbox"/> <b>Other</b> _____                | <b>Right Ear</b> | <b>Left Ear</b> |

## Person responsible for monitoring maintaining this monitoring record:

- Classroom Teacher
- School Nurse
- Special Education Teacher
- Speech Pathologist
- Other: \_\_\_\_\_



**DOCUMENTATION OF LACK OF PROGRESS**

*Student Receiving Special Education Services*

**Date:**

**Case Manager:**

**Student Name:**

**ID Number:**

**Disability:**

**Nine Weeks:** \_\_\_\_\_

**Current Placement:** Resource ICS Program (\_\_\_\_\_)

**Subject Area(s):**

**Grade:**

- \_\_\_\_\_ ELA/R \_\_\_\_\_
- \_\_\_\_\_ Math \_\_\_\_\_
- \_\_\_\_\_ Science \_\_\_\_\_
- \_\_\_\_\_ Social Studies/History \_\_\_\_\_
- \_\_\_\_\_ Elective(s) \_\_\_\_\_

Please **attach samples** of accommodated/modified assignments/exams which support compliance with the student's IEP. **Check all appropriate accommodations/modifications which have been implemented this grading period.**

- \_\_\_ Reduced exams/assignments in: quantity length duration
- \_\_\_ Oral Administration/Reading Assistance
- \_\_\_ Opportunity to respond orally: daily work quizzes exams
- \_\_\_ Extra time to complete assignments: 1 day 2 days 3+ days
- \_\_\_ Special projects in lieu of written/research assignments
- \_\_\_ Provide copies of notes/note-taking assistance
- \_\_\_ Check for understanding/repeated instructions
- \_\_\_ Peer to read materials
- \_\_\_ Preferential seating
- \_\_\_ Use of highlighted materials
- \_\_\_ Pre-taught vocabulary/concepts
- \_\_\_ Use of manipulatives/foldables/visual supports
- \_\_\_ Positive reinforcement: verbal concrete
- \_\_\_ Other (\_\_\_\_\_)

**Provide documentation** to support any of the following which have been contributing factors to the student's current grade. **Check all that apply and discuss in notes section.**

- \_\_\_ Excessive: absences (#\_\_\_) tardies (#\_\_\_)
- \_\_\_ Did not attend tutorials
- \_\_\_ Behavior Concerns/Discipline Referrals
- \_\_\_ Did not complete make-up work
- \_\_\_ Did not turn in assignments (*include list of assignments and dates*)
- \_\_\_ Sleeping in class
- \_\_\_ Refusal to work in class

**Plan for Improvement:**

- \_\_\_ Additional supports (accommodations/modifications)
- \_\_\_ Behavioral interventions
- \_\_\_ Tutoring
- \_\_\_ Additional instruction (through PIE/Bonus time)





**DOCUMENTATION OF LACK OF PROGRESS**

*Student Receiving Special Education Services*

**Date:**

**Case Manager:**

**Student Name:**

**ID Number:**

**Disability:**

**Nine Weeks:** \_\_\_\_\_

**Current Placement:** Resource ICS Program (\_\_\_\_\_)

**Subject Area(s):**

**Grade:**

- \_\_\_\_\_ ELA/R \_\_\_\_\_
- \_\_\_\_\_ Math \_\_\_\_\_
- \_\_\_\_\_ Science \_\_\_\_\_
- \_\_\_\_\_ Social Studies/History \_\_\_\_\_
- \_\_\_\_\_ Elective(s) \_\_\_\_\_

Please **attach samples** of accommodated/modified assignments/exams which support compliance with the student's IEP. **Check all appropriate accommodations/modifications which have been implemented this grading period.**

- \_\_\_ Reduced exams/assignments in: quantity length duration
- \_\_\_ Oral Administration/Reading Assistance
- \_\_\_ Opportunity to respond orally: daily work quizzes exams
- \_\_\_ Extra time to complete assignments: 1 day 2 days 3+ days
- \_\_\_ Special projects in lieu of written/research assignments
- \_\_\_ Provide copies of notes/note-taking assistance
- \_\_\_ Check for understanding/repeated instructions
- \_\_\_ Peer to read materials
- \_\_\_ Preferential seating
- \_\_\_ Use of highlighted materials
- \_\_\_ Pre-taught vocabulary/concepts
- \_\_\_ Use of manipulatives/foldables/visual supports
- \_\_\_ Positive reinforcement: verbal concrete
- \_\_\_ Other (\_\_\_\_\_)

**Provide documentation** to support any of the following which have been contributing factors to the student's current grade. **Check all that apply and discuss in notes section.**

- \_\_\_ Excessive: absences (#\_\_\_) tardies (#\_\_\_)
- \_\_\_ Did not attend tutorials
- \_\_\_ Behavior Concerns/Discipline Referrals
- \_\_\_ Did not complete make-up work
- \_\_\_ Did not turn in assignments (*include list of assignments and dates*)
- \_\_\_ Sleeping in class
- \_\_\_ Refusal to work in class

**Plan for Improvement:**

- \_\_\_ Additional supports (accommodations/modifications)
- \_\_\_ Behavioral interventions
- \_\_\_ Tutoring
- \_\_\_ Additional instruction (through PIE/Bonus time)

\_\_\_ Change of placement/services consideration (Resource/SF/Program)

\_\_\_ Other (\_\_\_\_\_)

**Discussion Notes: (Include specifics of plan put into place, attach parent contact log)**

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**Please list below the staff members who participated in the discussion.**

Date: \_\_\_\_\_

**Fort Bend ISD: Referral for Full and Individual Evaluation**

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Grade: \_\_\_\_\_

Campus: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

Schedule: Lunch: \_\_\_\_\_ Recess: \_\_\_\_\_ Ancillary: \_\_\_\_\_

*\*Fill in the schedule above or attach a copy of campus schedule*

**Student referred by:**  RTI committee  504 committee  Parent

**Must include the following with this referral:**

- Passed Vision/Hearing Screening
- Home Language Survey
- Outside Reports (if applicable)

**Academics:** *what type of academic problem(s) does this student have?*

- Reading - Fluency: \_\_\_\_\_
- Reading - Phonics/Decoding: \_\_\_\_\_
- Reading - Comprehension: \_\_\_\_\_
- Math – Problem- Solving: \_\_\_\_\_
- Math - Calculation: \_\_\_\_\_
- Writing: \_\_\_\_\_

**Speech Concerns:** Yes/No

- Articulation: \_\_\_\_\_
- Language: \_\_\_\_\_
- Pragmatics: \_\_\_\_\_
- Fluency: \_\_\_\_\_
- Voice/Other: \_\_\_\_\_

**Behavior:** *What type of behavior problem(s) does this student have?*

- Aggression: \_\_\_\_\_
- \_\_\_\_\_
- Anxiety/Depression: \_\_\_\_\_
- \_\_\_\_\_
- Social Skills: \_\_\_\_\_
- \_\_\_\_\_
- Outside Diagnoses: \_\_\_\_\_
- Other: \_\_\_\_\_
- \_\_\_\_\_

**Other:**

- AI: audiogram & otologist report: \_\_\_\_\_  VI: Texas State Eye Report: \_\_\_\_\_
- Orthopedic Impairment (OI)/Other Medical: \_\_\_\_\_
- OT/PT: \_\_\_\_\_
- Assistive Technology: \_\_\_\_\_

**\*Please include any other supporting documents that are readily available:** For example, Student Grades/Report Card, Intervention Data, Discipline Data (if applicable), Copies of teacher data/behavior tracking (if applicable).