

Section 1 (a)

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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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GENERAL INFORMATION

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)

DISCLAIMER

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

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PRIOR TO AN INITIAL REFERRAL TO SPECIAL EDUCATION AND CHILD FIND

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 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 homeschool 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.

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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) (a) Fort Bend ISD utilizes the Responsive Instruction process 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 Responsive Instruction framework includes a Student Support Team that meets regularly to document 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 considers academics, behavior, and social/emotional supports. Fort Bend ISD has created procedures and systems referred to as Responsive Instruction (RI) as a framework for carrying out an effective Response to Intervention process. 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.

Each FBISD campus has a Student Support Team (SST) that meets a minimum of once a month to review assessment data to identify students in need of academic and/or behavioral interventions. 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).

The Responsive Instruction 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 the 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 Responsive Instruction process.

Additionally, if a parent requests a special education evaluation and the District does not suspect the child has a disability and therefore believes that an evaluation is not necessary, the district must provide the parent with prior written notice under 34 CFR § 300.503 stating 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 the parent(s), legal guardian, and/or adult student with a copy of TEA's most recent Notice of Procedural Safeguards.

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The implementation of the Responsive Instruction (RTI) 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 a LEA to wait until the completion of the Responsive Instruction or RTI process before responding to the parent's request for an initial evaluation in one of those two ways.

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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, develop 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 for an initial Full Individual Evaluation.

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).

The evaluation staff member will review and provide the Parent Guardian Acknowledgement form in Success Ed for the parent to sign. This acknowledgement form confirms in writing that the parent received the Texas Parent’s Guide to the Admission, Review, and Dismissal Process (called Parent Guardian Acknowledgement). The Parent’s Guide provides written notification to parents for whom a special education referral has been made that the initial evaluation and the resulting report must be completed no later than 45 school days from the day the school receives the written consent. The exception is if the child has been absent from school during the evaluation period on three or more school days, the evaluation period must be extended by a number of school days equal to the number of school days that the child has been absent. The school must provide the parent with a copy of the evaluation report at no cost.

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

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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 for evaluation 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.

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INITIAL REFERRAL

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 services, 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 the IDEA or FBISD. If a parent submits a written request to a District’s director of special education services or to a district administrative employee for a full individual and initial evaluation of a student, the district shall, not later than the 15th school day after the date the District receives the request:

1. Provide the parent with prior written notice of its proposal to conduct an evaluation consistent with 34 C.F.R. 300.503, a copy of the procedural safeguards notice required by 34 C.F.R. 300.504, and an opportunity to give written consent for the evaluation; or
2. Provide the parent with prior written notice of its refusal to conduct an evaluation consistent with 34 C.F.R. 300.503, and a copy of the procedural safeguards notice required by 34 C.F.R. 300.504.

If an employee receives a verbal request for a special education evaluation, the request should be communicated to the District’s Assistant Director of Special Education, Evaluation and Student Support.

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 in which year-round schools are recessed that are not considered school days for purposes of these timelines.
- 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 homeschool 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.

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- 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. The exception to this is 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.

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 the areas of the 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 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 Assistant Director of Evaluation and Student Supports Services. 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 Assistant Director of Evaluation and Student Supports 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 e spreadsheet to indicate that it is ready for review.

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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 "Qualify" or "Does Not Qualify" (DNQ) conclusion, all of the evaluator(s) must attend the school staffing to explain the DNQ and offer specific information regarding recommended interventions and support to assist the student.

**I It is the responsibility of the initial team evaluator to complete the draft AU supplement, Behavior Intervention Plan (BIP), and IEP Goals, and 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 evaluator conducting the evaluation will complete this task.

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Who is eligible for special education services?

FBISD provides special education services to students ages 3-21 who (a) meet state and federal eligibility requirements for one or more of the thirteen qualifying categories listed below and (b) demonstrate a need for specially designed instruction (SDI) to access and make progress through the general curriculum.

Students may be eligible for special education under the following categories of a disability specified under state and federal law: autism (AU), deaf-blindness (DB), deaf and hard of hearing (DHH), emotional disturbance (ED), intellectual disability (ID), multiple disabilities (MD), orthopedic impairment (OI), other health impairment (OHI), specific learning disability (SLD), speech impairment (SI), traumatic brain injury (TBI), visual impairment (VI), and “noncategorical early childhood (NCEC).” Specially Designed Instruction (SDI) means—

- “adapting, as appropriate to the needs of an eligible student, 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.*”¹

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 statewide 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;
- vocational education.

¹ 34 C.F.R. § 300.39(b)(3)(emphasis added)

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Early Childhood Intervention (ECI)

The [Memorandum of Understanding \(MOU\)](#) defines roles and responsibilities between the Texas Health and Human Services Commission, Division for Early Childhood Intervention (ECI) Services and TEA within the respective federal and state mandates.

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

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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
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
3. BACH
BACH ECI
120 Hospital Drive
Angleton, TX 77515
Referral Number - (979) 849-2447
Fax Number - (979) 848-8337
Web: www.bacheci.org

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Dyslexia (Updated due to TEA Corrective Action Plan to USDE)

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 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 the 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 February 10, 2022 gave final approval to updates to the [Texas Dyslexia Handbook 2021](#). 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. The Texas Education Agency has also posted the [Appendix A: Questions and Answers – Updated March 18, 2022](#).

The following Texas Administrative Codes (TAC) and Texas Education Codes (TEC) have been updated since the 2018 update of the Dyslexia Handbook was published. Please refer to the information below to supplement the Dyslexia Handbook.

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TAC §74.28 (State Board of Education Rule)

Students with Dyslexia and Related Disorders

- (a) In order to support and maintain full educational opportunity for students with dyslexia and related disorders and consistent with federal and state law, school districts and open-enrollment charter schools shall provide each student with dyslexia or a related disorder access to each program under which the student qualifies for services.
- (b) The board of trustees of a school district or the governing body of an open-enrollment charter school must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate, evidence-based instructional services to the student are implemented in the district.
- (c) A school district's or open-enrollment charter school's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, individualized evaluation, and techniques for treating dyslexia and related disorders. The strategies and techniques are described in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders" provided in this subsection. The handbook is a set of guidelines for school districts and open-enrollment charter schools that may be modified by the SBOE only with broad-based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state.
- (d) Screening as described in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders" and further evaluation should only be conducted by individuals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia and related disorders.
- (e) A school district or open-enrollment charter school shall purchase a reading program or develop its own evidence-based reading program for students with dyslexia and related disorders that is aligned with the descriptors found in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." The professional development activities specified by each open-enrollment charter school and district and/or campus planning and decision-making committee shall include these instructional strategies.
- (f) At least five school days before any evaluation or identification procedure is used selectively with an individual student, the school district or open-enrollment charter school must provide written notification to the student's parent or guardian or another person standing in parental relation to the student of the proposed identification or evaluation. The notice must be in English, or to the extent practicable, the individual's native language and must include the following:

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- (1) a reasonable description of the evaluation procedure to be used with the individual student;
- (2) information related to any instructional intervention or strategy used to assist the student prior to evaluation;
- (3) an estimated time frame within which the evaluation will be completed; and
- (4) specific contact information for the campus point of contact, relevant Parent Training and Information Projects, and any other appropriate parent resources.

(g) Before a full individual and initial evaluation is conducted to determine whether a student has a disability under the Individuals with Disabilities Education Act (IDEA), the school district or open-enrollment charter school must notify the student's parent or guardian or another person standing in parental relation to the student of its proposal to conduct an evaluation consistent with 34 Code of Federal Regulations (CFR), §300.503, provide all information required under subsection (f) of this section, and provide:

- (1) a copy of the procedural safeguards notice required by 34 CFR, §300.504;
- (2) an opportunity to give written consent for the evaluation; and
- (3) a copy of information required under Texas Education Code (TEC), §26.0081.

(h) Parents/guardians of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support models as required by TEC, §26.0081(d), and options under federal law, including IDEA and the Rehabilitation Act, §504.

(i) Each school or open-enrollment charter school must provide each identified student access at his or her campus to instructional programs required in subsection (e) of this section and to the services of a teacher trained in dyslexia and related disorders. The school district or open-enrollment charter school may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus.

(j) Because early intervention is critical, a process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available in each district and open-enrollment charter school as outlined in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." School districts and open-enrollment charter schools may not use early intervention strategies, including multi-tiered systems of support, to delay or deny the provision of a full and individual evaluation to a child suspected of having a specific learning disability, including dyslexia or a related disorder.

(k) Each school district and open-enrollment charter school shall report through the Texas Student Data System Public Education Information Management System (TSDS PEIMS) the results of the screening for dyslexia and related disorders required for each student in Kindergarten and each student in Grade 1 in accordance with TEC, §38.003(a).

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(l) Each school district and open-enrollment charter school shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program must include:

- (1) awareness and characteristics of dyslexia and related disorders;
- (2) information on testing and diagnosis of dyslexia and related disorders;
- (3) information on effective strategies for teaching students with dyslexia and related disorders;
- (4) information on qualifications of those delivering services to students with dyslexia and related disorders;
- (5) awareness of information on accommodations and modifications, especially those allowed for standardized testing;
- (6) information on eligibility, evaluation requests, and services available under IDEA and the Rehabilitation Act, §504, and information on the response to intervention process; and
- (7) contact information for the relevant regional and/or school district or open-enrollment charter school specialists.

(m) School districts and open-enrollment charter schools shall provide to parents of children suspected to have dyslexia or a related disorder a copy or a link to the electronic version of the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."

(n) School districts and open-enrollment charter schools will be subject to monitoring for compliance with federal law and regulations in connection with this section. School districts and open-enrollment charter schools will be subject to auditing and monitoring for compliance with state dyslexia laws in accordance with administrative rules adopted by the commissioner of education as required by TEC, §38.003(c-1).

I(a) – Referrals & Child Find

TEC §38.003 (State Law)

Screening and Treatment for Dyslexia and Related Disorders

(a) Students enrolling in public schools in this state shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade.

(b) In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.

(b-1) Unless otherwise provided by law, a student determined to have dyslexia during screening or testing under Subsection (a) or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student.

(c) Subject to Subsection (c-1), the State Board of Education shall adopt any rules and standards necessary to administer this section.

(c-1) The agency by rule shall develop procedures designed to allow the agency to:

(1) effectively audit and monitor and periodically conduct site visits of all school districts to ensure that districts are complying with this section, including the program approved by the State Board of Education under this section;

(2) identify any problems school districts experience in complying with this section, including the program approved by the State Board of Education under this section;

and

(3) develop reasonable and appropriate remedial strategies to address school district noncompliance and ensure the purposes of this section are accomplished.

(d) In this section:

(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

I(a) – Referrals & Child Find

TEC §28.006 (State Law)

Reading Diagnosis

- (a) The commissioner shall develop recommendations for school districts for:
- (1) administering reading instruments to diagnose student reading development and comprehension;
 - (2) training educators in administering the reading instruments; and
 - (3) applying the results of the reading instruments to the instructional program.
- (b) The commissioner shall adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension. For use in diagnosing the reading development and comprehension of kindergarten students, the commissioner shall adopt a multidimensional assessment tool that includes a reading instrument and tests at least three developmental skills, including literacy. A multidimensional assessment tool administered as provided by this subsection is considered to be a reading instrument for purposes of this section. A district-level committee established under Subchapter F, Chapter 11, may adopt a list of reading instruments for use in the district in a grade level other than kindergarten in addition to the reading instruments on the commissioner's list. Each reading instrument adopted by the commissioner or a district-level committee must be based on scientific research concerning reading skills development and reading comprehension. A list of reading instruments adopted under this subsection must provide for diagnosing the reading development and comprehension of students participating in a program under Subchapter B, Chapter 29.
- (b-1) The commissioner may approve an alternative reading instrument for use in diagnosing the reading development and comprehension of kindergarten students that complies with the requirements under Subsection (b).
- (c) Each school district shall administer, at the first and second grade levels, a reading instrument on the list adopted by the commissioner or by the district-level committee. The district shall administer the reading instrument in accordance with the commissioner's recommendations under Subsection (a)(1).
- (c-1) Each school district shall administer at the beginning of the seventh grade a reading instrument adopted by the commissioner to each student whose performance on the assessment instrument in reading administered under Section 39.023(a) to the student in grade six did not demonstrate reading proficiency, as determined by the commissioner. The district shall administer the reading instrument in accordance with the commissioner's recommendations under Subsection (a)(1).
- (c-2) Each school district shall administer at the kindergarten level a reading instrument adopted by the commissioner under Subsection (b) or approved by the commissioner under Subsection (b-1). The district shall administer the reading instrument in accordance with the commissioner's recommendations under Subsection (a)(1).
- (c-3) The commissioner by rule shall determine the performance on the reading instrument adopted under Subsection (b) that indicates kindergarten readiness.

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(d) The superintendent of each school district shall:

(1) report to the commissioner and the board of trustees of the district the results of the reading instruments;

(2) not later than the 60th calendar day after the date on which a reading instrument was administered report, in writing, to a student's parent or guardian the student's results on the instrument; and

(3) using the school readiness certification system provided to the school district in accordance with Section 29.161(e), report electronically each student's raw score on the reading instrument to the agency for use in the school readiness certification

system.

(d-1) Repealed by Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. [3](#)), Sec. 4.001(a)(11), eff. September 1, 2019.

(e) Repealed by Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. [3](#)), Sec. 4.001(a)(11), eff. September 1, 2019.

(f) The agency shall ensure at least one reading instrument for each grade level for which a reading instrument is required to be administered under this section is available to school districts at no cost.

(g) A school district shall notify the parent or guardian of each student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. The district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to those students and shall determine the form, content, and timing of that program. The admission, review, and dismissal committee of a student who participates in a district's special education program under Subchapter B, Chapter 29, and who does not perform satisfactorily on a reading instrument under this section shall determine the manner in which the student will participate in an accelerated reading instruction program under this subsection.

(g-1) A school district shall provide additional reading instruction and intervention to each student in seventh grade assessed under Subsection (c-1), as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument. Training and support for activities required by this subsection shall be provided by regional education service centers and teacher reading academies established under Section 21.4551, and may be provided by other public and private providers.

(g-2) In accordance with a notification program developed by the commissioner by rule, a school district shall notify the parent or guardian of each student determined, on the basis of a screening under Section 38.003 or other basis, to have dyslexia or a related disorder, or determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties, of the program maintained by the Texas State Library and Archives Commission providing students with reading disabilities the ability to borrow audiobooks free of charge.

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(h) The school district shall make a good faith effort to ensure that the notice required under this section is provided either in person or by regular mail and that the notice is clear and easy to understand and is written in English and in the parent or guardian's native language.

(i) The commissioner shall certify, not later than July 1 of each school year or as soon as practicable thereafter, whether sufficient funds have been appropriated statewide for the purposes of this section. A determination by the commissioner is final and may not be appealed. For purposes of certification, the commissioner may not consider Foundation School Program funds.

(j) No more than 15 percent of the funds certified by the commissioner under Subsection (i) may be spent on indirect costs. The commissioner shall evaluate the programs that fail to meet the standard of performance under Section 39.301(c)(5) and may implement interventions or sanctions under Chapter 39A. The commissioner may audit the expenditures of funds appropriated for purposes of this section. The use of the funds appropriated for purposes of this section shall be verified as part of the district audit under Section 44.008.

(k) The provisions of this section relating to parental notification of a student's results on the reading instrument and to implementation of an accelerated reading instruction program may be implemented only if the commissioner certifies that funds have been appropriated during a school year for administering the accelerated reading instruction program specified under this section. Text of subsection as added by Acts 2019, 86th Leg., R.S., Ch. 450 (S.B. [2075](#)), Sec. 2

(l) The agency by rule shall develop procedures designed to allow the agency to:

- (1) effectively audit and monitor and periodically conduct site visits of all school districts to ensure that districts are complying with this section;
- (2) identify any problems school districts experience in complying with this section;

and

- (3) develop reasonable and appropriate remedial strategies to address school district noncompliance and ensure the purposes of this section are accomplished.

Text of subsection as added by Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. [3](#)), Sec. 2.012

(l) The commissioner may adopt rules as necessary to implement this section. Section 2001.0045, Government Code, does not apply to rules adopted under this subsection.

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Procedures for Identification of a Student Suspected of Having Dyslexia

- 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 parents 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 it to the Educational Diagnostician or LSSP. The dyslexia teacher may be asked to assist in gathering information for the referral. The District has 15 school days from the date of the request until the Informed Consent meeting with the parent, so there should 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 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 Assistant Director of Special Education, Evaluation and Student Support
- Assistant Director of Special Education, Evaluation and Student Support will assign the evaluation.
- In the interim until the FIE is completed, 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, 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 it to the Educational Diagnostician. The Dyslexia teacher may be asked to assist in gathering information for the referral. The District has 15 school days from the date of the request until the Informed Consent meeting with the parent, so there should 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 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

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Consent Form documenting the parent’s denial to allow 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 (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 Program Manager, Student Support Services 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.
- 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.

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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.

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 assists 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 may 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 and 1 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 process for *Student not identified as receiving special education services and/or student receiving 504 services* should be implemented.

5. *Is it considered best practices regarding 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 the data collected and look at the student's current learning profile to determine the type of evaluation the student needs to assess all areas of concern.

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

Language should be evaluated through direct normed assessment (in both languages when applicable), language information obtained from parent, teacher(s), and student.

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7. *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)
Phonemic Awareness (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 – proficiency 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.

8. *If a student qualifies for special education with a reading disability, 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 dyslexia teacher. The Special Education teacher will continue to consult with the dyslexia teacher to gather information to report progress on IEPs. The Special Education teacher is responsible for updating the student's IEPs.

9. *How does the ARD Committee determine which Orton Gillingham (OG) program is most appropriate for a student identified with a Specific Learning Disability/Dyslexia?*

FBISD offers two dyslexia programs, one in the general education setting and one in the special education setting. The campus should collaborate with all stakeholders and use the Orton Gillingham Program flowchart to determine appropriate programming for dyslexia/reading intervention. This collaboration model should include all teachers, both general education and specialized teachers, who teach reading (including reading in the content area) to ensure the appropriate methodology is implemented as the dyslexia/reading intervention.

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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 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 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)]

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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 (ECSE) program

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 3rd birthday (this means ARD must be held and IEP in place prior to child's 3rd 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 3rd 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, the ECI office or via virtual format. Interpreters are available. The Program Manager of Evaluation and Student Support Services or designee will 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 system. The Program Manager of Evaluation and Student Support Services 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 3rd birthday.

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

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1. Provide the Notice of Evaluation.
 2. Obtain consent for the evaluation (date stamped when received).
 3. Review and provide the TEA [Notice of Procedural Safeguards](#) (dated February 2021) and obtain a signed receipt.
 4. Review and provide the Guide to the ARD Process and obtain a signed Parent/Guardian Acknowledgement Form.
- The evaluator will enter the date of consent and upload signed copies of the consent/receipts in Success Ed.
 - The evaluation is submitted to the review team once completed in SuccessEd.
 - The evaluator will notify the campus evaluation staff of the FIE submitted to review team and third birthday due date.
 - The evaluator will notify the Program Manager for ECSE for review of evaluation data to support possible placement in the ECSE program if needed.
 - If the review team agrees 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 feedback from the review team with the specific clarifications/edits needed.
 - When the edits are completed, the evaluator will email the Review Team member so the edits can be reviewed.
 - Once the evaluation is locked, the evaluator will notify the appropriate campus staff member (i.e., CCC or Educational Diagnostician) 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 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) for special education services, 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 evaluator to complete the draft AU supplement, FBA (Functional Behavior Assessment), BIP (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's form or consent to release information, the evaluator will complete this task.

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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. When a parent contacts a campus and wants their 3–5-year-old child referred for a Full Individual and Initial Evaluation for special education, the campus should direct the parent to call the Early Childhood Intake Center appointment line at 281-634-1351. *Children with disabilities cannot begin attending FBISD until their 3rd birthday or at the date designated by an ARD committee.

When a parent/guardian calls the Intake Center, the Intake Specialist taking the call collects information including parent name, phone/email, child name/birthdate, and address. The Intake Specialist will verify the child's address/home campus and will send the parent the Early Childhood Intake Packet. The parent will return the packet as soon as possible. If the parent does not return the completed packet within a week, the Intake Specialist will contact the parent to follow up on the process.

*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 Intake Center.

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 the 3 is 3/Early Childhood Intervention (ECI) section earlier in this section to learn more about timelines.

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 Early Childhood Intake Center for a Full Individual and Initial 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).