

# SPECIAL EDUCATION SELF-ASSESSMENT

Updated January 2022

Department of Review and Support



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## 1. Child Find (Implementation)\*

**REG. CITATION** 34 CFR §300.111; TEC §29.009

### **POLICY STATEMENT**

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance describing the process used to identify, locate, and evaluate all students in the LEA who have or are suspected to have a disability and, as a result, need special education and related services.

### **PROBING QUESTIONS**

1. Are the Child Find operating procedures compliant with state and federal rules and regulations?
2. How are parents, caseworkers, foster parents, etc. made aware of the assistance offered to struggling students and the LEA's referral/ identification procedures? Note: Each year, the LEA must provide specific notice to parents of any assistance for learning difficulties provided to a student who does not receive special education services.
3. What systems are in place to address student needs before a special education referral is initiated?
4. Does the LEA Vision and Mission address identification of students with various learning and behavior needs?
5. How does the LEA ensure that all students in the district, (including those in hospitals, private schools, jails, or residential facilities) who have, or are suspected to have, a disability and need for special education services are identified, located, and evaluated?
6. What steps do LEA staff take when a special education referral is received?

### **SOURCES OF EVIDENCE**

- LEA Child Find policy, operating procedures, and programs
- Forms or checklists used in the Child Find process
- Public notice of processes for Child Find
- Notices placed in private schools, residential facilities, hospitals, and jails regarding Child Find
- Procedures for conducting Child Find activities in the community, such as private schools and residential facilities, hospitals, and jails
- Written procedures for parent request for Full Individual and Initial Evaluation (FIE)
- Evidence-based framework of supports and interventions
- Procedures for monitoring and reporting academic and behavioral progress
- Procedures for reviewing student progress using an intervention framework
- Bilingual Education (BE) or English as a Second Language (ESL) and Title I policies and procedures related to Child Find
- In-state and out-of-state student transfer procedures
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Positive behavior interventions and supports (PBIS) system data
- Correspondence & Dispute Resolution Management System (CDMRS) Data
- [Technical Assistance: Child Find and Evaluation Revised June 2020](#)



# 1. Child Find (Implementation) (continued)\*

Please rate your LEA practices below:

	<b>DEVELOPED</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, documentation <b>exists that demonstrates implementation of the LEA's Child Find procedures</b> for students in schools, hospitals, residential facilities, private schools, and jails. The LEA ensures all referrals for evaluation occur for a student suspected of having a disability and needing sped services under IDEA.	In addition to what is provided in the Policy Statement above, documentation exists that demonstrates implementation of the LEA's Child Find procedures for students in schools, hospitals, residential facilities, private schools and jails. The LEA ensures all referrals for evaluation occur for a student suspected of having a disability and needing special education services under IDEA. <b>Administration and special education staff demonstrate knowledge</b> of Child Find regulations, policies, special education process, individualized education programs (IEPs), and meet essential timelines.	In addition to what is provided in the Policy Statement above, documentation exists that demonstrates implementation of the LEA's Child Find procedures for students in schools, hospitals, residential facilities, private schools, and jails. The LEA ensures all referrals for evaluation occur for a student suspected of having a disability and needing special education services under IDEA. Administration and special education staff demonstrate knowledge of Child Find regulations, policies, special education process, individualized education programs (IEPs), and meet essential timelines. <b>Child Find practices reflect understanding of how state and local policies and regulations support quality programs for students with disabilities.</b>
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA mandated <b>training for all educators at least annually</b> regarding the Child Find process. The LEA also offers its personnel training regarding the Child Find process for students in private schools, residential facilities, hospitals, and jails at least annually.	In addition to what is provided in the Policy Statement above, the LEA mandated training for all educators <b>more than once annually</b> regarding the Child Find process. The LEA also offers its personnel training regarding the Child Find process for students in private schools, residential facilities, hospitals, and jails at least annually.	In addition to what is provided in the Policy Statement above, the LEA mandated training for all educators <b>multiple times annually</b> regarding the Child Find process and provides updates regarding Child Find. The LEA also offers its personnel training regarding the Child Find process for students in private schools, residential facilities, hospitals, and jails at least annually. <b>The LEA educators and administration demonstrate high level of knowledge about implementing Child Find procedures.</b>
<b>Communication</b>	In addition to what is provided in the Policy Statement above, the LEA communicates the Child Find process to staff and parents/ families within the <b>Notice of Procedural Safeguards, local newspapers, posters, Student Handbook, provides information to private schools, residential facilities, hospitals, and jails regarding the Child Find process.</b>	In addition to what is provided in the Policy Statement above, the LEA communicates the Child Find process to staff and parents/ families within the Notice of Procedural Safeguards <b>and multiple formats (public meeting, press release, newsletter, website, Student Handbook, parent teacher conference, classroom communications, etc.)</b> and provides information to private schools, residential facilities, hospitals, and jails regarding the Child Find process.	In addition to what is provided in the Policy Statement above, the LEA communicates the Child Find process to staff and parents/ families within the Notice of Procedural Safeguards and multiple formats public meeting, press release, newsletter, website, Student Handbook, parent teacher conference, classroom communications, etc.) and provides information to private schools, residential facilities, hospitals, and jails regarding the Child Find process. <b>The LEA makes Child Find an ongoing and continuous process throughout the year.</b>



## 2. Intervention (Implementation)

**REG. CITATION** 34 CFR §300.311; 19 TAC §89.1011(a)

### **POLICY STATEMENT**

The LEA has adopted policy, established operating procedures or guidance, and monitors implementation of operating procedures or guidance, describing the process used to refer and provide intervention to students who display a need for academic, behavioral, functional, and/or developmental support. The policies clearly explain how a student not enrolled in the LEA may be referred for an FIE. A LEA may not deny a referral or delay an initial evaluation due to pre-referral interventions not being implemented with a student. If there is a basis for suspecting a student has a disability and needs special education services, the student must be referred for an evaluation regardless of whether he or she has participated in an intervention program.

### **PROBING QUESTIONS**

1. How are parents made aware of the LEA intervention procedures?
2. Does the LEA Vision and Mission address a tiered system of supports?
3. What processes are in place for the LEA to review and update the intervention process?
4. How does the LEA select and implement interventions?
5. What systems are in place at the LEA to review and address student progress (such as child study team, student support team, student assistance team, etc.)?
6. Do policies and procedures ensure the identification of students with a need for special education services?

### **SOURCES OF EVIDENCE**

- LEA policy, operating procedures, or programs related to Child Find in the school and in private schools, hospitals, residential facilities, and jails
- LEA Vision and Mission
- Data related to the referral process, such as the number of referrals, number of students determined eligible, amount of time students participate in interventions, source of referral, etc.
- Forms or checklists used in the identification process
- Public notice of processes for referral and identification
- Written procedures for parent request of Full Individual and Initial Evaluation (FIE)
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Evidence-based framework of supports and interventions
- [Technical Assistance: Child Find and Evaluation Revised June 2020](#)



## 2. Intervention (Implementation) (continued)

Please rate your LEA practices below:

	<b>DEVELOPED</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, documentation exists to demonstrate the LEA's implementation of an <b>evidence-based framework</b> of instructional and behavioral supports, to address student needs in general education, private schools, residential facilities, hospitals, and jails. The framework includes clear decision-making criteria while ensuring all students suspected of having a disability under IDEA are evaluated.	In addition to what is provided in the Policy Statement above, the LEA implements an evidence-based framework of instructional and behavioral supports to address student needs in general education, <b>inclusive of establishing LEA goals.</b> Documentation exists that demonstrates implementation of the LEA's Child Find procedures for students in traditional schools, hospitals, residential facilities, private schools, and jails. The framework includes clear decision-making criteria while ensuring all students suspected of having a disability under IDEA are evaluated.	In addition to what is provided in the Policy Statement above, the LEA implements an evidence-based framework <b>that includes multiple tiers</b> of instructional and behavioral supports to address student needs within <b>general education utilizing research-based models such as fidelity of implementation rubrics, etc.</b> Monitoring consists of review of LEA data, determine key preventive supports, and reviews <b>intervention priorities, while ensuring all students suspected of having a disability under IDEA are evaluated.</b> Documentation exists that demonstrates implementation of the LEA's Child Find procedures for students in schools, hospitals, residential facilities, private schools, and jails.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA mandates training for general educators and administrators at least annually regarding the Multi-Tiered Systems of Supports (MTSS) and referral processes.	In addition to what is provided in the Policy Statement above, The LEA mandates training for general educators, <b>special educators (inclusive of evaluation personnel)</b> , and administrators at least annually regarding the Multi-Tiered Systems of Supports (MTSS) and referral processes.	In addition to what is provided in the Policy Statement above, The LEA mandates training for general educators, special educators and administrators at least annually regarding the Multi-Tiered Systems of Supports (MTSS) and referral processes. <b>The LEA special and general education staff and administration demonstrate high level of knowledge about implementing MTSS programs and procedures.</b>
<b>Communication</b>	In addition to what is provided in the Policy Statement above, documentation exists to demonstrate the LEA's implementation of an <b>evidence-based framework</b> of instructional and behavioral supports, to address student needs in general education, private schools, residential facilities, hospitals, and jails. The framework includes clear decision-making criteria while ensuring all students suspected of having a disability under IDEA are evaluated.	In addition to what is provided in the Policy Statement above, the LEA implements an evidence-based framework of instructional and behavioral supports to address student needs in general education, <b>inclusive of establishing LEA goals.</b> Documentation exists that demonstrates implementation of the LEA's Child Find procedures for students in traditional schools, hospitals, residential facilities, private schools, and jails. The framework includes clear decision-making criteria while ensuring all students suspected of having a disability under IDEA are evaluated.	In addition to what is provided in the Policy Statement above, the LEA implements an evidence-based framework <b>that includes multiple tiers</b> of instructional and behavioral supports to address student needs within <b>general education utilizing research-based models such as fidelity of implementation rubrics, etc.</b> Monitoring consists of review of LEA data, determine key preventive supports, and reviews <b>intervention priorities, while ensuring all students suspected of having a disability under IDEA are evaluated.</b> Documentation exists that demonstrates implementation of the LEA's Child Find procedures for students in schools, hospitals, residential facilities, private schools, and jails.



### 3. Dyslexia (Implementation)

**REG. CITATION** TEC §38.003; 19 TAC §74.28

#### **POLICY STATEMENT**

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance regarding identification and supports for all students who may have dyslexia or related disorders.

#### **PROBING QUESTIONS**

1. Do policies and procedures ensure the identification of students with dyslexia who may also have a need for special education services?
2. How do school teams determine the level of supports required for students with dyslexia and related disorders?
3. What evidence-based practices are in place to address the needs of students with dyslexia and related disorders?

#### **SOURCES OF EVIDENCE**

- LEA policy, operating procedures, or programs related to dyslexia and related disorders
- Dyslexia screening procedures
- Forms or checklists used to identify students who may have dyslexia and related disorders
- Process for accessing TEA Dyslexia Handbook
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Instructional resources for dyslexia and related disorders
- Instructional strategies and differentiation for dyslexia and related disorders
- [Dyslexia, Dysgraphia and Dyscalculia in the IEP Guidance Document](#)
- Data related to dyslexia screening, evaluation, and intervention, such as the number of referrals for evaluations under the IDEA or Section 504, number of students receiving services and whether they are receiving services through special education or through Section 504, number of students determined eligible, amount of time students participate in interventions, source of referral, etc.



### 3. Dyslexia (Implementation) (continued)

	<b>DEVELOPED</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA <b>implements a program to identify, evaluate, and provide services to students who may have dyslexia correlated disorders.</b> Including the use of data from multiple sources (including K-1 dyslexia screening and K-2 reading assessments) in the creation of timely referrals for evaluation when students do not (or minimally) respond to instruction. The LEA provides evidence-based interventions aligned with the TEA Dyslexia Handbook as needed, based on evaluation and intervention results, and delivered by teachers trained in appropriate instructional strategies as described in the Dyslexia Handbook.	In addition to what is provided in the Policy Statement above, the LEA <b>monitors implementation</b> of a program to identify, evaluate, and provide services to students who may have dyslexia or related disorders. Including the use of data from multiple sources (including K-1 dyslexia screening and K-2 reading assessments) in the creation of timely referrals for evaluation when students do not (or minimally) respond to instruction. The LEA provides evidence-based interventions aligned with the TEA Dyslexia Handbook as needed, based on evaluation and intervention results, and delivered by teachers trained in appropriate instructional strategies as described in the Dyslexia Handbook.	In addition to what is provided in the Policy Statement above, the LEA <b>uses monitoring results to identify areas for systemic improvement</b> of a program to identify, evaluate, and provide services to students who may have dyslexia or related disorders. Including the use of data from multiple sources (including K-1 dyslexia screening and K-2 reading assessments) in the creation of timely referrals for evaluation when students do not (or minimally) respond to instruction. The LEA provides evidence-based interventions aligned with the TEA Dyslexia Handbook as needed, based on evaluation and intervention results, and delivered by teachers trained in appropriate instructional strategies as described in the Dyslexia Handbook.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides <b>training for special educators</b> and general educators at least annually regarding dyslexia and related disorders.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, and general educators at least annually and provides <b>updates regarding dyslexia and related disorders.</b>	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, general educators, <b>related service providers, and administrators</b> at least annually regarding eligibility procedures. <b>In addition, the LEA special and general education staff, and administrators, receive updates to policy, procedures, and research pertaining to dyslexia and related disorders throughout the year in order for staff to demonstrate high levels of knowledge about dyslexia.</b>
<b>Communication</b>	In addition to what is provided in the Policy Statement above, the LEA employs or contracts with providers who are qualified (licensed, as applicable) to conduct comprehensive educational evaluations. The LEA employs or contracts providers who are trained and knowledgeable to conduct comprehensive educational evaluations in accordance with instructions from the producer of the assessments and communicates implementation procedures for dyslexia to stakeholders.	In addition to what is provided in the Policy Statement above, the LEA <b>builds capacity of expertise and experience among evaluation staff to meet the needs of all students within the LEA.</b> The LEA employs or contracts with providers who are trained and knowledgeable to conduct comprehensive educational evaluations in accordance with instructions from the producer of the assessments and communicates implementation procedures for dyslexia to stakeholders.	In addition to what is provided in the Policy Statement above, the LEA <b>monitors or areas of need and adjusts recruitment and retention efforts to ensure long-term capacity of expertise and experience among evaluation staff</b> to meet the needs of all students within the LEA. The LEA employs or contracts with providers who are trained and knowledgeable to conduct comprehensive educational evaluations in accordance with instructions from the producer of the assessments and communicates implementation procedures for dyslexia to stakeholders.





## 4. Evaluation (Implementation)

**REG. CITATION** 34 CFR §300.301– 300.302, 300.304 – 300.305; TEC §29.004; 19 TAC §89.1011

### **POLICY STATEMENT**

The LEA has adopted policy that ensures initial evaluations are conducted according to federal and state requirements, has established operating procedures or guidance, and monitors implementation of the operating procedures or guidance to evaluate students who are suspect to have a disability and a need for special education and related services because of that disability.

### **PROBING QUESTIONS**

1. Are the evaluation procedures compliant with state and federal rules and regulations?
2. Does each student receive a comprehensive educational evaluation that addresses all areas of concern?
3. How are outside evaluations considered by the LEA?
4. What process does the LEA use for planning a comprehensive evaluation and adhering to timelines?

### **SOURCES OF EVIDENCE**

- LEA policy and operating procedures related to evaluation
- Forms or checklists used in the evaluation
- Written procedures for parent request for Full Individual Evaluation (FIE)
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Evaluation timelines
- Selecting evaluation tools to address the needs of a variety of learners
- Identify personnel qualified to administer assessments
- Conducting evaluation when the home language is other than English
- Informed consent for evaluation
- Review of Existing Evaluation Data (REED)
- [Technical Assistance: Child Find and Evaluation Revised June 2020](#)



## 4. Evaluation (Implementation) (continued)

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA <b>ensures assessment tools and evaluation procedures through</b> implementation of a system of monitoring to ensure the assessment tools and evaluation procedures are nonbiased nondiscriminatory and administers assessments in the child's native language or mode of communication in the form most likely to yield accurate information about the student and determine whether the student has a qualifying disability.	In addition to what is provided in the Policy Statement above, the LEA ensures assessment tools and evaluation procedures through implementation of a system of monitoring to ensure the assessment tools and evaluation procedures are nonbiased, nondiscriminatory, and administers assessments in the child's native language or mode of communication in the form most likely to yield accurate information about the student and determine whether the student has a qualifying disability. The LEA reviews written evaluation reports and medical diagnosis from outside the LEA and outside the state of Texas. <b>The LEA checks that federal requirements for all evaluations are met as well as state requirements that are unique to Texas.</b>	In addition to what is provided in the Policy Statement above, the LEA <b>uses monitoring results to identify areas for systemic improvement</b> to ensure the assessment tools and evaluation procedures are nonbiased nondiscriminatory and administers assessments in the child's native language or mode of communication in the form most likely to yield accurate information about the student and determine whether the student has a qualifying disability. The LEA reviews written evaluation reports and medical diagnosis from outside the LEA and outside the state of Texas. The LEA checks that federal requirements for all evaluations are met as well as state requirements that are unique to Texas.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators (inclusive of evaluation personnel), at least annually regarding evaluation procedures.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators (inclusive of evaluation personnel), <b>general educators, and administrators</b> at least annually regarding evaluation procedures	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators (inclusive of evaluation personnel), <b>related service providers</b> , and administrators at least annually regarding evaluation procedures. <b>The LEA special and general education staff and administration demonstrate high level of knowledge about implementing evaluation procedures.</b>
<b>Communication</b>	In addition to what is provided in the Policy Statement above, the LEA employs or contracts with providers who are qualified (licensed, as applicable) to conduct comprehensive educational evaluations. The LEA employs or contracts providers who are trained and knowledgeable to conduct comprehensive educational evaluations in accordance with instructions from the producer of the assessments.	In addition to what is provided in the Policy Statement above, the LEA <b>builds capacity of expertise and experience</b> among evaluation staff to meet the needs of all students within the LEA. The LEA employs or contracts with providers who are trained and knowledgeable to conduct comprehensive educational evaluations in accordance with instructions from the producer of the assessments.	In addition to what is provided in the Policy Statement above, the LEA <b>monitors for areas of need and adjusts recruitment and retention efforts to ensure long-term capacity of expertise and experience</b> among evaluation staff to meet the needs of all students within the LEA. The LEA employs or contracts with providers who are trained and knowledgeable to conduct comprehensive educational evaluations in accordance with instructions from the producer of the assessments.



## 5. Re-evaluation (Implementation)

**REG. CITATION** 34 CFR §300.303–300.305

### **POLICY STATEMENT**

The LEA has adopted policy that ensures reevaluations are conducted according to IDEA requirements, established operating procedures or guidance and monitors implementation of operating procedures or guidance on the process used to determine whether the student continues to qualify as a student with a disability and continues to need special education.

### **PROBING QUESTIONS**

1. Are the re-evaluation procedures compliant with state and federal rules and regulations?
2. Does each team consider a review of existing evaluation data (REED) before determining whether to administer additional assessments?
3. How are outside evaluations considered by the team?
4. Do procedures ensure reevaluations occur not more than once a year, unless the parent and LEA agree otherwise, and at least once every three years, unless the parent and LEA agree that a reevaluation is unnecessary?

### **SOURCES OF EVIDENCE**

- LEA policy, operating procedures, or programs related to re-evaluation
- Forms or checklists used in the re-evaluation and eligibility process
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Three year re-evaluation timeline
- Procedure for selection of evaluation tools to address the needs of a variety of learners
- Identification of personnel qualified to administer assessments
- Procedure for conducting evaluation when the home language is other than English
- Informed consent for re-evaluation
- Review of Existing Evaluation Data (REED)



## 5. Re-evaluation (Implementation) (continued)

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA ensures that, when considering whether a student continues to qualify as a student with a disability, the ARD committee conducts a review of existing evaluation data and determines whether additional assessment is required. Additionally, the LEA secures parental consent for assessment, selects assessment tools that are nonbiased, nondiscriminatory, and administers assessments in the child's native language or mode of communication in the form most likely to yield accurate information about the student. The LEA uses data to determine whether the student continues to qualify as a student with a disability and continues to need special education services.	In addition to what is provided in the Policy Statement above, the LEA <b>implements a system of monitoring</b> to ensure that, when considering whether a student continues to qualify as a student with a disability, the ARD committee conducts a review of existing evaluation data and determines whether additional assessment is required. Additionally, the LEA secures parental consent for assessment, selects assessment tools that are unbiased, nondiscriminatory, and administers assessments in the child's native language or mode of communication in the form most likely to yield accurate information about the student. The LEA uses data to determine whether the student continues to qualify as a student with a disability and continues to need special education services.	In addition to what is provided in the Policy Statement above, the LEA uses monitoring results to identify areas for systemic improvement to ensure that, when considering whether a student continues to qualify as a student with a disability, the ARD committee conducts a review of existing evaluation data and determines whether additional assessment is required. Additionally, the LEA secures parental consent for assessment, selects assessment tools that are nonbiased, nondiscriminatory, and administers assessments in the child's native language or mode of communication in the form most likely to yield accurate information about the student. The LEA uses data to determine whether the student continues to qualify as a student with a disability continues to need special education services.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators at least annually regarding re-evaluation procedures.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, <b>general educators and administrators</b> at least annually regarding re-evaluation procedures.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, general educators, <b>related service providers</b> , and administrators at least annually regarding re-evaluation procedures. <b>The LEA special and general education staff and administration demonstrate high level of knowledge about implementing re-evaluation procedures.</b>
<b>Communication</b>	In addition to what is provided in the Policy Statement above, the LEA employs or contracts with <b>providers who are qualified</b> , trained, and knowledgeable to conduct educational re-evaluations in accordance with instructions from the producer of the assessments. The LEA communicates these procedures to stakeholders.	In addition to what is provided in the Policy Statement above, the LEA employs or contracts with providers who are qualified, trained and knowledgeable to conduct educational re-evaluations in accordance with instructions from the producer of the assessments. <b>The LEA develops a training plan for their evaluation staff and providers.</b> The LEA communicates these procedures to stakeholders.	In addition to what is provided in the Policy Statement above, the LEA <b>builds capacity of expertise and experience among evaluation staff to meet the needs of all students within the LEA.</b> The LEA employs or contracts with providers who are qualified, trained and knowledgeable to conduct educational re-evaluations in accordance with instructions from the producer of the assessments. The LEA develops a training plan for their evaluation staff and providers. The LEA communicates these procedures to stakeholders.



## 6. Free Appropriate Public Education (FAPE) (Implementation)

**REG. CITATION** 34 CFR §300.101

### **POLICY STATEMENT**

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance to ensure the provision of FAPE to all eligible students.

### **PROBING QUESTIONS**

1. Are special education supports and services implemented with fidelity?
2. How does the LEA ensure FAPE is available to each eligible student? How does the LEA ensure Prior Written Notice (PWN) offering FAPE is provided for each eligible student?
3. What process does the LEA use for an initial offer of FAPE and adhering to timelines?

### **SOURCES OF EVIDENCE**

- LEA policy, operating procedures, or programs related to FAPE
- Forms or checklists used to provide Prior Written Notice (PWN)
- Private school communication and collaboration
- Documentation demonstrating the provision of FAPE to students eligible for special education services who are in school, residential facilities, hospitals, and jails.
- Copies of any MOUs the LEA has with residential facilities, hospitals, and jails regarding the provision of FAPE
- Training artifacts (presentation handouts, sign-in sheets, etc.)



## 6. Free Appropriate Public Education (FAPE) (Implementation) (continued)

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA can provide documentation demonstrating the provision of FAPE to students eligible for special education services, including, as applicable, those in nonpublic schools, residential facilities, hospitals, and jails. Documentation would demonstrate implementation of the student's special education and related services, IEP goals, transition program, etc. and would demonstrate the student's progress toward mastery of his/her annual goals and of the general education curriculum.	In addition to what is provided in the Policy Statement above, the LEA <b>implements a system</b> of monitoring to <b>ensure ARD committees</b> provide documentation demonstrating the provision of FAPE to students eligible for special education services, including, as applicable, those in and who are in school, private nonpublic schools, residential facilities, hospitals, and jails. Documentation would demonstrate implementation of the student's special education and related services, IEP goals, transition program, etc. and would demonstrate the student's progress toward mastery of his/ her annual goals and of the general education curriculum.	In addition to what is provided in the Policy Statement above, the LEA uses <b>monitoring results to identify areas for systemic improvement</b> to ensure ARD committees provide documentation demonstrating the provision of FAPE to students eligible for special education services, including, as applicable, those in and who are in school, private nonpublic schools, residential facilities, hospitals, and jails. Documentation would demonstrate implementation of the student's special education and related services, IEP goals, transition program, etc. and would demonstrate the student's progress toward mastery of his/her annual goals and of the general education curriculum.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides <b>training for special educators</b> at least annually regarding eligibility and FAPE	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators <b>and administrators</b> at least annually regarding eligibility and FAPE.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, <b>general educators, related service providers</b> , and administrators at least annually regarding eligibility and FAPE. <b>The LEA special and general education staff and administration demonstrate a high level of knowledge about implementing FAPE for students with disabilities.</b>



## 7. IEP Content and Development (Implementation)\*

**REG. CITATION** 34 CFR §300.320–300.324; TEC §29.005; 19 TAC §89.1011, §89.1050, §89.1055, §89.1226(h)(l)(m)

### POLICY STATEMENT

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance related to the development of IEPs based on each student's needs, for all students in the LEA, including, where applicable, those in, private schools, residential facilities, hospitals, and jails. In addition, the LEA must ensure that assistive technology devices or assistive technology services, or both, are made available to a student with a disability if required as part of the student's special education related services, or supplementary aids and services. The ARD committee determines whether an individual student requires access to assistive technology in order to receive FAPE.

### PROBING QUESTIONS

1. Are the needs identified through the evaluation process described in the Present Levels of Academic Achievement and Functional Performance (PLAAFP)? Note: This section of IEP development is focused on PLAAFPs, this does not preclude the LEA from other areas of IDEA 2004 and state regulations.
2. What processes are in place to ensure each student has an IEP that is compliant?
3. What processes are in place for students with IEPs who transfer into the LEA from within the state?
4. What processes are in place for students with IEPs who transfer into the LEA from out of state?
5. What processes are in place for students with IEPs who might be identified as Emergent Bilingual students? What processes are in place to ensure that IEP supplements are completed based on the student's needs? What actions are taken when students are not making progress in the general education curriculum?
6. What processes are in place within the LEA to select and purchase assistive technology?
7. What training is available to staff regarding assistive technology?
8. What steps are in place to integrate educational technology and assistive technology efforts? How do ARD committees document the consideration of assistive technology needs at school and at home?
9. How are Universal Design for Learning (UDL) principles implemented in general education settings?

### SOURCES OF EVIDENCE

- LEA policy, operating procedures, or program related to IEP development
- Forms or checklists used in IEP development (including software)
- Forms or checklists used when students transfer
- Forms or checklists used in the ARD Committee/Language Proficiency Assessment Committee (LPAC) collaboration process
- Internal monitoring system used to evaluate IEP compliance
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Processes for developing IEP supplements
- LEA policy and operating procedures related to assistive technology
- Forms or checklists used to evaluate and recommend assistive technology
- Inventory or system for tracking trial equipment and student-assigned equipment
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Data related to the use of assistive technology by demographic categories (type of disability, severity of disability, grade level, etc.)



## 7. IEP Content and Development (Implementation) (continued)\*

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	<p>In addition to what is provided in the Policy Statement above, the LEA ensures that all IEPs contain required elements, inclusive of a <b>PLAAFP</b>, that addresses the strengths and needs of the student <b>based on current data</b>. PLAAFPs include a description of how the disability <b>impacts</b> the student's access and progress in the general curriculum. <b>Measurable annual goals</b> are developed to address each area of need stated in the PLAAFP. When required based on special factors <b>IEP Supplements are developed</b> by the team.</p>	<p>In addition to what is provided in the Policy Statement above, the LEA <b>implements a system of monitoring</b> to ensure all IEPs contain required elements, inclusive of a PLAAFP, that addresses the strengths and needs of the student based on current data. PLAAFPs include a description of how the disability impacts the student's access and progress in the general curriculum. Measurable annual goals are developed to address each area of need stated in the PLAAFP. When required based on special factors, IEP Supplements are developed by the team. <b>The LEA ensures that when an ARD committee considers and, if determined necessary, determines that a student with a disability requires assistive technology devices and/or services, the LEA makes those devices and/or services available.</b></p>	<p>In addition to what is provided in the Policy Statement above, the LEA uses <b>monitoring results to identify areas for systemic improvement</b> to ensure all IEPs contain required elements, inclusive of a PLAAFP, that addresses the strengths and needs of the student based on current data. PLAAFPs include a description of how the disability impacts the student's access and progress in the general curriculum. Measurable annual goals are developed to address each area of need stated in the PLAAFP. When required based on special factors, IEP Supplements are developed by the team. The LEA ensures that when an ARD committee considers and, if determined necessary, determines that a student with a disability requires assistive technology devices and/or services, the LEA makes those devices and/or services available.</p>
<b>Professional Development</b>	<p>In addition to what is provided in the Policy Statement above, the LEA provides training for <b>special educators at least annually</b> regarding IEP development, IEP content, and assistive technology.</p>	<p>In addition to what is provided in the Policy Statement above, the LEA provides training for special educators <b>and administrators</b> at least annually regarding IEP development, IEP content, and assistive technology.</p>	<p>In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, <b>general educators, related service providers</b>, and administrators at least annually regarding IEP development, IEP content, and assistive technology. <b>The LEA special and general education staff and administration demonstrate a high level of knowledge about implementing programs and procedures to support IEP development, IEP content, and assistive technology.</b></p>





## 8. IEP Implementation (Implementation)\*

**REG. CITATION** 34 CFR §300.320 and §300.323; 19 TAC §89.1011 and §89.1075

### **POLICY STATEMENT**

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance related to the implementation of the IEP. Each public agency must ensure that as soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP.

### **PROBING QUESTIONS**

1. Are special education supports and services implemented with fidelity?
2. What processes are in place to ensure decisions made by the ARD committee are communicated to all staff who work with the student?
3. What processes are in place to document delivery of service and progress toward achieving the IEP goals?

### **SOURCES OF EVIDENCE**

- LEA policy, operating procedures, or programs related to IEP implementation
- Forms or checklists used in IEP implementation (including software)
- Internal monitoring system used to evaluate IEP implementation compliance
- Progress reporting documents
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- System to align student schedule to the services described in the IEP
- Processes for implementing IEP supplements



## 8. IEP Implementation (Implementation) (continued)\*

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA provides <b>the special education services, related services, and program supports</b> to implement the services, accommodations, and supports described in each student's IEP. Additionally, the LEA provides parents with reports of progress toward IEP goals as often as required by the IEP.	In addition to what is provided in the Policy Statement above, the LEA <b>implements a system of monitoring</b> to ensure that it provides the special education services, related services and program supports to implement the services, accommodations, and supports described in each student's IEP. Additionally, the LEA provides parents with reports of progress toward IEP goals as often as required by the IEP.	In addition to what is provided in the Policy Statement above, the LEA <b>uses monitoring results to identify areas for systemic improvement (improve beyond ensuring implementation)</b> to ensure that LEA will be able to implement each student's IEP continually and consistently. Additionally, the LEA will provide with reports of progress toward IEP goals as often as required by the IEP.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides training for <b>special educators</b> at least annually regarding implementation of IEP services, accommodations, and supports.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, <b>related service providers, and administrators</b> at least annually regarding implementation of IEP services, accommodations, and supports.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, related service providers, <b>general educators</b> , and administrators at least annually regarding implementation of IEP services, accommodations, and supports. <b>The LEA special and general education staff, related service providers, and administration demonstrate high level of knowledge about implementation of IEP services, accommodations, and supports.</b>
<b>Communication</b>	In addition to what is provided in the Policy Statement above, the LEA ensures that it reports student progress to the parents as determined by the ARD committee and stated in the IEP. The LEA communicates with parents through a parent-initiated method (such as student portal or student information system access) to address individual student progress.	In addition to what is provided in the Policy Statement above, the LEA communicates with parents at <b>least monthly using more than one school-initiated method</b> (newsletter, planner, student portal notifications, grade reports) to address individual student progress and general school activities.	In addition to what is provided in the Policy Statement above, the LEA communicates with parents at least <b>weekly through various school and parent-initiated methods (notes home, planner, text, email, phone call)</b> to address individual student progress and general school activities.



## 9. Least Restrictive Environment (Implementation)

**REG. CITATION** 34 CFR §300.114–300.117

### **POLICY STATEMENT**

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance related to the process used to determine placement in the least restrictive environment (LRE) for each student with a disability. The LEA must be able to ensure that, to the maximum extent appropriate, every student with disabilities in the LEA, including children in public or private institutions or other care facilities, are educated with students who are nondisabled; and that special classes, separate schooling, or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

### **PROBING QUESTIONS**

1. Does the LEA offer a continuum of alternative placements and services to meet individual student needs?
2. Does the LEA Vision and Mission address access to general education for all students?
3. What processes are in place to guide ARD committees in determining the supplementary aids and services necessary to support students in the general education setting, and in extracurricular and nonacademic settings?
4. How does the LEA ensure placement decisions are made based on student need and not on other factors such as program design, disability category, or functional skill level?

### **SOURCES OF EVIDENCE**

- LEA policy and operating procedures related to placement
- LEA Vision and Mission
- Forms or checklists used to document placement decisions
- Internal monitoring system used to evaluate placement decisions
- Rates of participation in extracurricular and nonacademic activities
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Processes used to provide prior written notice of change of placement
- Processes used based on procedural safeguards when parents/guardians do not agree with the placement decision



## 9. Least Restrictive Environment (Implementation) (continued)

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA ensures the <b>LRE decision for each student is made by the ARD Committee. The LEA ensures that the placement decision is documented in the IEP</b> and the parent/guardian has been provided with Prior Written Notice. The LEA also ensures that the student is provided the supplementary aids and services that allow the student to be educated with children who are nondisabled to the maximum extent appropriate.	In addition to what is provided in the Policy Statement above, the LEA monitors implementation of placement decisions to ensure that each eligible student is educated in the LRE as determined by the ARD committee. The LEA ensures that the placement decision is documented in the IEP and the parent/guardian has been provided with Prior Written Notice. The LEA also ensures that the student is provided the supplementary aids and services that allow the student to be educated with children who are nondisabled to the maximum extent appropriate.	In addition to what is provided in the Policy Statement above, the LEA uses <b>monitoring results to identify areas for systemic improvement that ensures the ARD committee will be able to implement the services, accommodations, and supports described continually and consistently in each student's IEP, and provides parents/guardians with reports of progress toward IEP goals as often as report cards are provided as required by the IEP.</b> The LEA also ensures that the student is provided the supplementary aids and services that allow the student to be educated with children who are nondisabled to the maximum extent appropriate.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides <b>training for special educators</b> at least annually regarding placement in the Least Restrictive Environment (LRE).	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators and <b>administrators</b> at least annually regarding placement in the Least Restrictive Environment (LRE).	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, <b>related service providers, general educators,</b> and administrators at least annually regarding placement in the Least Restrictive Environment (LRE). <b>The LEA special and general education staff and administration demonstrate a high level of knowledge about implementation of placement in the Least Restrictive Environment (LRE).</b>



## 10.State Assessment Participation (Implementation)

**REG. CITATION** 34 CFR §300.160 and §300.320 (a) (6); TEC §28.0213

### **POLICY STATEMENT**

The LEA has adopted policy, established operating procedures or guidance, and monitors implementation of operating procedures or guidance related to state assessment determination and participation and a statement in the IEP of any individual appropriate accommodations that are necessary to measure the academic achievement of the child on state assessments. In addition, justification for why a student for whom the ARD committee has determined cannot participate in the regular assessment. The IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all five eligibility criteria are met.

### **PROBING QUESTIONS**

1. Are special education supports and services implemented with fidelity?
2. Are accommodations provided during assessment also provided during instruction?
3. How does the LEA monitor whether ARD committees properly determine, and document decisions related to assessment participation?
4. Do students with disabilities participate in the required statewide assessments, or alternate assessments, as determined by the team?
5. Do all students who participate in the alternate assessment meet all five eligibility criteria?
6. Are all students who participate in the alternate assessment identified with a significant cognitive disability?

### **SOURCES OF EVIDENCE**

- LEA policy and operating procedures related to assessment participation
- LEA system of Accelerated instruction
- Language Proficiency Assessment Committee (LPAC) consultation with ARD committee
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Assessment results (statewide, districtwide, formative, benchmarks, etc.)
- Assessment participation rates by school, disability category, grade, etc.
- If applicable, participation requirements for the state alternate assessment
- State assessment allowable accommodation policies



## 10.State Assessment Participation (Implementation) (continued)

Please rate your LEA practices below:

	<b>DEVELOPED</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA <b>implements a system to review and modify interventions</b> provided as part of the intensive program of instruction (IPI) for a student who does not perform satisfactorily on any state assessment and has a process to ensure alignment of classroom and testing accommodations.	In addition to what is provided in the Policy Statement above, the LEA <b>monitors implementation of a system to review and modify interventions</b> provided as part of the intensive program of instruction (IPI) for a student who does not perform satisfactorily on any state assessment and has a process to ensure alignment of classroom and testing accommodations.	In addition to what is provided in the Policy Statement above, the LEA <b>uses monitoring results to identify areas for systemic improvement of a system</b> to review and modify interventions provided as part of the intensive program of instruction (IPI) for a student who does not perform satisfactorily on any state assessment and has a process to ensure alignment of classroom and testing accommodations.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides training for <b>special educators</b> at least annually related to assessment participation and appropriate, allowable accommodations.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators <b>and administrators</b> at least annually related to assessment participation and appropriate, allowable accommodations.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, <b>general educators</b> , and administrators at least annually related to assessment participation and appropriate, allowable accommodations.
<b>Data</b>	In addition to what is provided in the Policy Statement above, the ARD committee uses <b>multiple sources of formal and informal data</b> to determine how students will participate in statewide assessments and make determinations based on state alternate assessment participation requirements and documented accordingly.	In addition to what is provided in the Policy Statement above, the ARD committee uses multiple sources of formal and informal data to determine how students will participate in statewide assessments and makes determinations based on state alternate assessment participation requirements and documented accordingly. The LEA <b>utilizes data to assist in planning for instruction.</b>	In addition to what is provided in the Policy Statement above, the LEA reviews district-wide data about student participation in statewide assessments and makes determinations based on state alternate assessment requirements and documented accordingly. The LEA utilizes data to assist in planning for instruction, and <b>adjusts procedures or training based on analysis of data.</b>



## 11. Properly Constituted ARD Committee (Implementation)\*

**REG. CITATION** 34 CFR §300.321; 19 TAC §89.1050

### **POLICY STATEMENT**

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance related to ARD committee membership, roles, and responsibilities.

### **PROBING QUESTIONS**

1. How does the LEA verify that required participants are involved in an ARD committee meeting?
2. How does the LEA prepare students to take an active role in meetings when applicable?
3. How does the LEA encourage participation from all members of the ARD committee?
4. How does the LEA encourage participation from parents/ guardians in the ARD committee?
5. What is the process for documenting when the LEA proceeds without the parent present?
6. What is the LEA process for inviting individuals outside the LEA to participate in a student's ARD committee meeting?
7. What is the process for excusing members of the ARD committee from an ARD committee meeting?

### **SOURCES OF EVIDENCE**

- LEA policy, procedures, or guidelines related to ARD committee membership
- Forms or checklists used to provide notice to required participants
- Forms used to document parent and LEA agreement when a member is excused
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Calendar or scheduling process used to ensure availability of participants



## 11. Properly Constituted ARD Committee (Implementation) (continued)\*

Please rate your LEA practices below:

	<b>DEVELOPED</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA ensures that the <b>ARD committee includes all required members, including</b> career and technical education (CTE) representative and/or a language proficiency assessment committee (LPAC) representative, are in attendance as appropriate. The student must be invited to the meeting if postsecondary goals and transition services are considered.	In addition to what is provided in the Policy Statement above, the LEA <b>monitors implementation and is proactive in planning</b> to ensure the ARD committee includes all required members, including career and technical education (CTE) representative and/or a language proficiency assessment committee (LPAC) representative, are in attendance as appropriate. The student must be invited to the meeting if postsecondary goals and transition services are considered.	In addition to what is provided in the Policy Statement above, the LEA uses <b>monitoring results to identify areas for systemic improvement regarding the requirement</b> to ensure the ARD committee includes all required members, including career and technical education (CTE) representative and/or a language proficiency assessment committee (LPAC) representative, are in attendance as appropriate. In addition to required members, the LEA facilitates participation by all individuals responsible for implementing a portion of the IEP in team decisions. Students attend and/or lead the meeting, to the extent appropriate, even if postsecondary goals or transition services are not being considered.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators at least annually related to ARD committee membership, roles, and responsibilities.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators and <b>administrators</b> at least annually related to ARD committee membership, roles, and responsibilities.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, <b>general educators</b> , and administrators at least annually related to ARD committee membership, roles, responsibilities, and facilitation so that collaboration occurs for the benefit of the student.





## 12. Instructional Strategies (Implementation)\*

**REG. CITATION** 19 TAC §74.28; 19 TAC §89.1055(e)

### **POLICY STATEMENT**

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance to ensure instruction is aligned to student needs and instructional standards (TEKS).

### **PROBING QUESTIONS**

1. Are special education supports and services implemented with fidelity?
2. Do students with disabilities have access to instruction that is research-based and individualized to meet their needs?
3. Do educators and administrators have access to training and implementation coaching related to instructional strategies?
4. How does the LEA ensure implementation of the Texas Essential Knowledge and Skills (TEKS) standards?

### **SOURCES OF EVIDENCE**

- LEA policy, procedures, or guidelines related to effective instruction
- Forms, checklists, classroom observation tools, or educator evaluation tools used to consider the implementation of effective instructional strategies
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Inclusion in Texas Network Trainings: Literacy for All! Math for All!
- Inclusion in Texas Network UDL Modules
- [Inclusion in Texas Network State Guidance Documents](#)



## 12. Instructional Strategies (Implementation) (continued)\*

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA ensures evidence-based instruction is aligned to instructional standards (TEKS) across all contents and is adapted and individualized based on student needs (strengths and areas of growth) and formative assessment results.	In addition to what is provided in the Policy Statement above, the LEA ensures evidence-based instruction is aligned to student needs and instructional standards (TEKS) across all contents and is adapted and individualized based on formative assessment results. <b>Staff informally collaborate on professional decisions regarding curriculum, materials, and instructional practices.</b>	In addition to what is provided in the Policy Statement above, the LEA ensures evidence-based instruction is aligned to student needs and instructional standards (TEKS) across all contents and is adapted and individualized based on formative assessments and <b>staff have formalized structures and scheduled meetings</b> for collaborative professional decisions regarding curriculum, materials, and instructional practices.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides training for <b>special educators</b> at least annually related to instructional strategies and approaches such as specially designed instruction, differentiation, intensive intervention, and universal design for learning.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators <b>and administrators</b> at least annually related to instructional strategies and approaches such as specially designed instruction, differentiation, intensive intervention, and universal design for learning.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, <b>general educators</b> , and administrators at least annually related to instructional strategies and approaches such as specially designed instruction, differentiation, intensive intervention, and universal design for learning.
<b>Data</b>	In addition to what is provided in the Policy Statement above, the LEA uses multiple sources of <b>formal and informal data</b> to select instructional strategies and interventions that address the learning needs of students with disabilities.	In addition to what is provided in the Policy Statement above, the LEA uses multiple sources of formal and informal data to select instructional strategies and interventions that address the learning needs of students with disabilities. <b>The LEA analyzes data in teams (professional learning communities, vertical and horizontal teams, etc.) to identify trends to assist in planning for instruction.</b>	In addition to what is provided in the Policy Statement above, the LEA reviews district-wide data about the effectiveness of instructional strategies and interventions that address the learning needs of students with disabilities. The LEA analyzes data in teams (professional learning communities, vertical and horizontal teams, etc.) to identify trends to assist in planning for instruction to <b>adjust instructional methods or training based on data.</b>



## 13. Graduation (Implementation)

**REG. CITATION** 19 TAC §89.1070

### **POLICY STATEMENT**

The LEA board has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance to ensure students with disabilities meet minimum requirements for graduation within their cohort.

### **PROBING QUESTIONS**

1. Are students receiving special education services prepared for the next step in the education experience?
2. Do transcripts protect student privacy and not identify special education courses within the title or description?
3. How do students with disabilities access career and technology courses?
4. How are continuing services provided for students who require extended time (through age 21) to complete graduation requirements or complete a program of FAPE?
5. How does the LEA promote college and career readiness for students with disabilities?

### **SOURCES OF EVIDENCE**

- LEA policy, procedures, or guidelines related to graduation
- End-of-course assessment results for students with disabilities
- Course catalog
- Dropout prevention plan
- Student Transcripts content and design
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Data analysis regarding dropout, exit reasons, graduation rates beyond 4-year cohort, etc.



### 13. Graduation (Implementation) (continued)

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	<p>In addition to what is provided in the Policy Statement above, the LEA offers an <b>integrated academic and vocational curriculum</b> and aids students and families with career choices, career planning, interests, or career interests. The LEA ensures the ARD committee annually develops, reviews, and refines a transition plan which includes a <b>course of study aligned with postsecondary goals and graduation requirements</b>. When a student graduates the LEA provides the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.</p>	<p>In addition to what is provided in the Policy Statement above, the LEA <b>monitors implementation of an integrated academic and vocational curriculum</b>, aids students and families with career choices, career planning, interests, or career interests. The LEA ensures the ARD committee annually develops, reviews, and refines a transition plan that includes a course of study <b>aligned with postsecondary goals and graduation requirements</b>. When a student graduates, the LEA provides the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals aligned with postsecondary goals and graduation requirements.</p>	<p>In addition to what is provided in the Policy Statement above, the LEA <b>uses monitoring results to identify areas for systemic improvement</b> related to the implementation of an integrated academic and vocational curriculum, aids students and families with career choices, career planning, interests, or career interests. The LEA ensures the ARD committee annually develops, reviews, and refines a transition plan that includes a course of study aligned with postsecondary goals and graduation requirements.</p>
<b>Professional Development</b>	<p>In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, at least annually, related to graduation planning and special considerations for students with disabilities.</p>	<p>In addition to what is provided in the Policy Statement above, The LEA provides training for special educators <b>and administrators</b>, at least annually, related to graduation planning and special considerations for students with disabilities.</p>	<p>In addition to what is provided in the Policy Statement above, The LEA provides training for special educators, administrators, <b>and guidance counselors</b>, at least annually, related to graduation planning and special considerations for students with disabilities.</p>



## 14. Early Childhood Transition (Implementation)

**REG. CITATION** 34 CFR §300.124

### **POLICY STATEMENT**

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance related to the requirements for children transitioning from Part C early childhood intervention (ECI) to Part B Early Childhood Special Education (ECSE) prior to the child's third birthday.

### **PROBING QUESTIONS**

1. Are children who participate in early childhood intervention programs (ECI) and their families prepared for the next step in the education experience or other community intervention?
2. What supports are available for families when transitioning a child from Part C ECI to Part B school-based services?
3. What connections are in place with community supports and services that can facilitate transition?
4. Did the LEA participate in the transition conference arranged by the local Part C ECI agency?
5. Are transition conferences held at least 90 days prior to the child's third birthday?
6. What procedures are in place for late referrals from ECI?
7. Are the Child Find procedures compliant with state and federal rules and regulations?
8. How are parents made aware of the LEA identification procedures?
9. What systems are in place to ensure that services are in effect for eligible children by their third birthday?
10. What systems are in place at the LEA to review and address student progress?
11. How does the LEA monitor and schedule evaluations for children transitioning from ECI?
12. Did the LEA invite the ECI coordinator to the initial ARD committee meeting?

### **SOURCES OF EVIDENCE**

- LEA policy, procedures, or guidelines related to Early Childhood Special Education (ECSE) services and programs for students with disabilities ages 3-5
- Interagency agreements, local memorandums of understanding (MOUs), or service contracts with early childhood intervention (ECI) providers
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- LEA submissions to SPP 11 & 12 TEAL application
- Forms and checklists used to document transition conferences
- Brochures, pamphlets, regarding Early Childhood Transition services
- Forms and checklists used to track referrals from ECI
- ARD documentation and Individualized Education Program (IEP) start date



## 14. Early Childhood Transition (Implementation) (continued)

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA works collaboratively to ensure successful transition from ECI to Early Childhood Special Education programs (Pre-K, Title I, Head Start, etc.) by the child's third birthday in the least restrictive environment including LEA support for families learning about the school-based system of supports and services.	In addition to what is provided in the Policy Statement above, the LEA <b>monitors implementation of plans for successful transition</b> from ECI to a variety of Early Childhood Special Education programs (Pre-K, Title I, Head Start, etc.) by the child's third birthday in the least restrictive environment including LEA support for families learning about the school-based system of supports and services.	In addition to what is provided in the Policy Statement above, the LEA uses <b>monitoring results to identify areas for systemic improvement</b> in the development of plans for successful transition from ECI to Early Childhood Special Education programs (Pre-K, Title I, Head Start, etc.) by the child's third birthday in the least restrictive environment including LEA support for families learning about the school-based system of supports and services.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides training for early childhood general and special educators at least annually related to the transition from ECI to Pre-K.	In addition to what is provided in the Policy Statement above, the LEA provides training for early childhood general and special educators, <b>and administrators</b> that oversee early childhood at least annually related to the transition from ECI to Pre-K.	In addition to what is provided in the Policy Statement above, the LEA provides training for <b>all general and special educators, administrators</b> that oversee early childhood, and related service providers at least annually related to the transition from ECI <b>to Early Childhood Special Education programs</b>



## 15. Secondary Transition (Implementation)\*

**REG. CITATION** 34 CFR §300.320(b); TEC §29.01– 29.0112; 19 TAC §89.1055(h)–(l)

**POLICY STATEMENT** The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance related to the requirements for transition from school to postsecondary training, employment, and independent living and in addition, posted the transition and employment guide on the LEA's website. LEA's identification of a Transition and Employment Designee (TED) in the AskTED Directory.

### PROBING QUESTIONS

1. Are students receiving special education services prepared for the next step in the education experience?
2. What supports are available for families when the student is transitioning to adulthood?
3. What connections are in place with community supports and services that can facilitate transition?
4. What opportunities are available for students to access training, employment, and independent living within the LEA community?
5. How are schools within the LEA preparing students under age 14 for career, education, and independent living?
6. What is the LEA's process for addressing the transfer of rights when the student reaches the age of majority?
7. Is the Transition and Employment Designee (TED) the point of contact for transition?
8. How does the TED support the transition program vertically from Early to Exit?

### SOURCES OF EVIDENCE

- LEA policy, procedures, or guidelines related to transition planning and services
- Forms and checklists used by the LEA in transition planning
- Interagency agreements or service contracts with community or adult services agencies
- LEA submissions to SPP 13 TEAL application
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- [Texas Transition and Employment Guide](#)
- [Student-Centered Transitions Network Resources](#)



## 15. Secondary Transition (Implementation) (continued)\*

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA <b>implements transition services and activities for</b> students beginning at age 14, including age-appropriate transition assessments, postsecondary goals, and transition services (provided by the LEA and/or other agencies), including a course of study assisting the student to achieve postsecondary goals.	In addition to what is provided in the Policy Statement above, the LEA <b>monitors the implementation of transition</b> services and activities for students beginning at age 14, including age-appropriate transition assessments, postsecondary goals, and transition services (provided by the LEA and/or other agencies), including a course of study assisting the student to achieve postsecondary goals.	In addition to what is provided in the Policy Statement above, the LEA <b>uses monitoring results to identify areas for systemic improvement and development of programs that support</b> the implementation of transition services and activities for students beginning at age 14, including age-appropriate transition assessments, postsecondary goals, and transition services (provided by the LEA and/or other agencies), including a course of study assisting the student to achieve postsecondary goals.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, at least annually, related to the transition from school to postsecondary training, employment, and independent living.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators <b>and administrators</b> at least annually, related to the transition from school to postsecondary training, employment, and independent living.	In addition to what is provided in the Policy Statement above, the LEA provides training for all special educators, <b>general educators, administrators, and related service providers</b> , at least annually, related to the transition from school to postsecondary training, employment, and independent living.
<b>Data</b>	In addition to what is provided in the Policy Statement above, the ARD committee uses multiple sources of data to develop a transition plan for all students with disabilities beginning at age 14.	In addition to what is provided in the Policy Statement above, the ARD committee uses multiple sources of <b>formal and informal</b> data to develop a transition plan for all students with disabilities beginning at age 14.	In addition to what is provided in the Policy Statement above, the LEA reviews district-wide data regarding the <b>effectiveness of transition planning and services, and adjusts programs and training based on the need of individuals and groups of students</b>





## 16. Disproportionality (Behavior) (Implementation)

**REG. CITATION** 34 CFR §300.226 and §300.646; 34 CFR §300.324(a) (2)(i)

**POLICY STATEMENT** The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance related to positive behavioral interventions and supports (PBIS) and student discipline that is inclusive of diverse student groups. "In the case of a determination of significant disproportionality with respect to the identification of children as children with disabilities or the placement in particular educational settings, including disciplinary removals of such children. The State must provide for the annual review and, if appropriate, revision of the policies, practices, and procedures used in identification or placement in particular education settings, including disciplinary removals, to ensure that the policies and practices, and procedures comply with the requirements of the Act. . . ." The IEP team [must, in] the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports and other strategies, to address that behavior.

### PROBING QUESTIONS

1. Does the LEA implement discipline procedures and protections that are compliant with state and federal rules and regulations?
2. Does the LEA data identify gaps in achievement and performance and trends with over-represented or under-represented groups in identification, placement, and discipline?
3. Are special education supports and services implemented with fidelity?
4. What strategies are used to address behavior prior to removing a student from the classroom?
5. Has the LEA been identified as having significant disproportionality based on race and ethnicity with respect to the identification, placement, and disciplinary actions taken against children with disabilities?
6. If the LEA is implementing mandatory comprehensive coordinated early intervening services (CEIS) to address significant disproportionality, what processes are in place to evaluate the effectiveness of intervention?

### SOURCES OF EVIDENCE

- LEA policy, guidelines, or procedures related to behavior and discipline
- Data related to behavior incidents, suspensions, expulsions, and partial-day removals
- Positive behavior intervention and support (PBIS) system procedures
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- [TIER MTSS Modules](#)



## 16. Disproportionality (Behavior) (Implementation) (continued)

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA implements an approach to student behavior which encompasses a data-driven decision-making process, evidence-based academic and behavioral interventions, a high-quality core instructional program, progress monitoring, and home/school collaboration.	In addition to what is provided in the Policy Statement above, the LEA <b>monitors implementation of a comprehensive, multi-faceted approach</b> to student behavior which encompasses a data-driven decision-making process, evidence-based academic and behavioral interventions, a high quality and curriculum and instructional programming reflecting background of students, progress monitoring, home/school collaboration, and restorative practices.	In addition to what is provided in the Policy Statement above, the LEA uses <b>monitoring results to identify areas for systemic improvement</b> of the comprehensive, multifaceted approach to student behavior which encompasses a data-driven decision-making process, evidence-based academic and behavioral interventions, progress monitoring, a high quality and curriculum and instructional programming reflecting background of students, progress monitoring, home/school collaboration, and restorative practices.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides training for <b>general educators, special educators, and administrators at least annually</b> related to positive behavioral interventions and supports (PBIS) and student discipline.	In addition to what is provided in the Policy Statement above, the LEA provides training for general educators, special educators, and administrators at least bi-annually related to positive behavioral interventions and supports (PBIS) and student discipline.	In addition to what is provided in the Policy Statement above, the LEA provides training for general educators, special educators, and administrators in a series of training related to positive behavioral interventions and supports (PBIS) and student discipline
<b>Data</b>	In addition to what is provided in the Policy Statement above, the LEA uses a school-wide <b>data system to monitor student involvement</b> with the positive behavioral interventions and supports (PBIS) system and discipline procedures.	In addition to what is provided in the Policy Statement above, the LEA uses an <b>LEA-wide data system to monitor student involvement</b> with the positive behavioral interventions and supports (PBIS) system and discipline procedures.	In addition to what is provided in the Policy Statement above, the LEA <b>adjusts the positive behavioral interventions and supports (PBIS) system and discipline procedures based on data</b> from the LEA-wide data system used to track PBIS and discipline procedures implementation.



## 17. Disproportionality (Identification and Placement) (Implementation)

**REG. CITATION** 34 CFR §300.226 and §300.646; 19 TAC §89.1226(h), (l), (m)

### **POLICY STATEMENT**

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance to prevent the disproportionate representation of racial and ethnic groups in special education.

### **PROBING QUESTIONS**

1. Are the identification procedures compliant with state and federal rules and regulations?
2. Are identification procedures in place to distinguish disability from language difference?
3. Does LEA data identify gaps in achievement and performance and trends with over-represented or under-represented racial and ethnic groups in identification, placement, and discipline?
4. Have LEA staff received training related to working with students from diverse cultural and linguistic backgrounds?
5. Are screening, referral, and assessment practices, procedures, and tools unbiased and nondiscriminatory?
6. Are academic and behavior interventions culturally appropriate?
7. Does the LEA provide interventions that are equitable by type, degree and frequency across all racial and ethnic groups?
8. Has the LEA been identified as having significant disproportionality based on race and ethnicity with respect to the identification, placement, and disciplinary actions taken against children with disabilities?
9. If the LEA is implementing mandatory comprehensive coordinated early intervening services (CEIS) to address significant disproportionality, what processes are in place to evaluate the effectiveness of intervention?

### **SOURCES OF EVIDENCE**

- LEA policy, procedures, or guidelines related to disproportionate representation and significant disproportionality
- LEA annual review of data disaggregated by race/ethnicity to ensure that LEA practices are not resulting in overidentification
- LEA annual review of data disaggregated by race/ethnicity to ensure that LEA practices are not resulting in more restrictive placements based on race/ethnicity
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- [TIER MTSS Modules](#)



## 17. Disproportionality (Identification and Placement) (Implementation) (continued)

Please rate your LEA practices below:

	<b>DEVELOPED</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA provides interventions for students with academic or behavioral needs and addresses success gaps among groups of students through the district (LEA) improvement plan (DIP). When required, the LEA implements comprehensive coordinated early intervening services (CCEIS) to address significant disproportionality.	In addition to what is provided in the Policy Statement above, the LEA provides <b>evidence-based</b> interventions for all students with academic or behavioral needs, <b>systematically examines the root causes of success gaps among groups of students, addresses gaps by focusing on equity, inclusion, and opportunity within the district (LEA) improvement plan (DIP).</b> When required, the LEA implements comprehensive coordinated early intervening services (CCEIS) to address significant disproportionality.	In addition to what is provided in the Policy Statement above, the LEA provides <b>responsive and evidence-based interventions reflective of student backgrounds</b> for all students with academic or behavioral needs, systematically examines the root causes of success gaps among groups of students by focusing on equity, inclusion, and opportunity, and implements efforts to address gaps by focusing on equity, inclusion, and opportunity within the district (LEA) improvement plan (DIP). When required, the LEA implements comprehensive coordinated early intervening services (CCEIS) to address significant disproportionality.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides training for <b>special educators</b> at least annually reflecting practices to support student backgrounds and linguistic diversity.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators <b>and administrators</b> reflecting practices to support student backgrounds and linguistic diversity.	In addition to what is provided in the Policy Statement above, the LEA provides training for <b>general educators</b> , special educators, and administrators reflecting practices to support student backgrounds and linguistic diversity.
<b>Data</b>	In addition to what is provided in the Policy Statement above, the LEA uses a <b>variety of valid and reliable data</b> to inform decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.	In addition to what is provided in the Policy Statement above, the LEA uses a <b>systematic process for data-based decision-making</b> to inform curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.	In addition to what is provided in the Policy Statement above, the LEA uses a systematic process for <b>data-based decision-making to monitor and reinforce continuous improvement</b> when implementing curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives.



## 18. Teachers and Staff (Implementation)

**REG. CITATION** 34 CFR §300.156; 19 TAC Chapters 230 and 231

### POLICY STATEMENT

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance to ensure all staff are appropriately certified, as applicable according to their assignment and guidance documents from the TEA and state rules and regulations.

### PROBING QUESTIONS

1. Are special education and related services implemented with fidelity? When students enroll with complex or rare learning needs, what actions does the LEA take to address those needs?
2. What formal and informal supports does the LEA have in place to promote professional development for all staff?
3. How does the LEA facilitate training and supervision of teachers and staff?
4. How does the LEA differentiate T-TESS tools to add specificity for SPED teachers and staff? (If LEA does not use TTESS, how are annual goals for SPED staff incorporated into staff growth?)

### SOURCES OF EVIDENCE

- LEA policy, guidelines, or procedures related to staff qualification
- Recruitment and retention efforts
- Qualification of existing staff
- System of professional learning
- Inter-agency agreements or contracts address qualification requirements
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Documentation of annual appraisals of staff

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA uses the Texas Teacher Evaluation and Support System (T-TESS), or local teacher appraisal system approved by local governing board to provide continuous, timely and formative feedback to educators so they can improve their practice.	In addition to what is provided in the Policy Statement above, the LEA uses the Texas Teacher Evaluation and Support System (T-TESS), or local teacher appraisal system approved by local governing board to provide continuous, timely and formative feedback to educators so they can improve their practice <b>and implements a system to provide evaluation and feedback to related service professionals who are not educators.</b>	In addition to what is provided in the Policy Statement above, the LEA uses the Texas Teacher Evaluation and Support System(T-TESS), or local teacher appraisal system approved by local governing board to provide continuous, timely and formative feedback to educators so they can improve their practice, implements a system to provide evaluation and feedback to related service professionals who are not educators, and a <b>mentoring program for novice teachers.</b>



## 19. Behavior (Implementation)

**REG. CITATION** 34 CFR §300.324(a) (2)(i); TEC §29.005(g); 19 TAC §89.1055(g)

### POLICY STATEMENT

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance to address behavioral expectations for all students that includes annual training for all instructional staff. In the case of a child whose behavior impedes the child’s learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address the behavior. If the ARD committee determines a behavior improvement plan or a behavioral intervention plan is appropriate for a student, the plan must be included as part of the student’s IEP and provided to each teacher with responsibility for educating the student.

### PROBING QUESTIONS

1. Are Child Find procedures compliant with state and federal rules and regulations?
2. How does the LEA provide professional development to address a variety of behavior needs?
3. What strategies are used to effectively address student behaviors in the classroom and common areas?

### SOURCES OF EVIDENCE

- LEA policy, guidelines, or procedures related to behavior and discipline
- Positive behavior intervention and support (PBIS) system procedures
- Data related to student behavior (office referral, suspension, expulsion, natural consequences, restorative practices, etc.)
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- [TIER MTSS Modules](#)

### Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA implements a behavior framework for providing behavior supports and addressing disruptive behaviors in addition, the ARD committee must consider positive behavioral interventions and supports, and other strategies to address the behavior.	In addition to what is provided in the Policy Statement above, the LEA implements a <b>behavior framework that establishes behavioral guidelines</b> , describes district-wide expectations, and includes intervention options for disruptive behaviors. In addition, the ARD committee must consider positive behavioral interventions and supports, and other strategies to address the behavior.	In addition to what is provided in the Policy Statement above, the LEA implements a <b>comprehensive behavior framework that establishes behavioral expectations for all students in classrooms and common areas. The framework will also outline district-wide expectations and strategies to teach the expectations, address preventative supports for all settings</b> , and includes intervention options for disruptive behaviors. In addition, the ARD committee must consider positive behavioral interventions and supports, and other strategies to address that behavior.
<b>Data</b>	In addition to what is provided in the Policy Statement above, the LEA uses a variety of systems (ex. notes, campus discipline records) to document student behavior.	In addition to what is provided in the Policy Statement above, the LEA uses a <b>district-wide data system</b> to document student behavior.	In addition to what is provided in the Policy Statement above, the LEA uses a district-wide data system to document student behavior and <b>adjusts program implementation based on data</b> .



## 20. Behavior Intervention Plans (Implementation)

**REG. CITATION** 34 CFR §300.324(a) (2)(i) and 300.530(f); TEC §29.005(g); 19 TAC §89.1055(e)(4)

### **POLICY STATEMENT**

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance to ensure the development by the ARD committee of a behavior intervention plan (BIP) for students who receive special education and related services whose behavior impedes their learning or the learning of others and for whom the ARD committee has determined that a BIP is appropriate.

### **PROBING QUESTIONS**

1. Are special education supports and services implemented with fidelity?
2. What systems are in place to evaluate the quality of the functional behavior assessment or behavior intervention plan?
3. How does the LEA provide professional development to address a variety of behavior needs? y What guidance is in place to help ARD committees identify when behavior impacts learning? y Are special education supports and services implemented with fidelity?

### **SOURCES OF EVIDENCE**

- LEA policy, guidelines, or procedures related to behavior and discipline
- Forms and checklists used in the development of functional behavior assessment (FBA) or behavior intervention plan (BIP)
- Evaluation tools used to conduct a functional behavior assessment
- Positive behavior intervention and support (PBIS) system procedures
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Systems for documenting the implementation of services, supports, and interventions described in the BIP
- [TIER MTSS Modules](#)



## 20. Behavior Intervention Plans (Implementation) (continued)

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA implements a system to monitor the development and implementation of individual behavior intervention plans, (which address the function(s) of behavior hypothesized in the functional behavior assessment), including evidence-based practices, positive behavior interventions, replacement behaviors, and consequences; and are provided to each teacher with responsibility for educating the student.	In addition to what is provided in the Policy Statement above, the LEA implements a system to monitor the development and implementation of individual behavior intervention plans, (which address the function(s) of behavior hypothesized in the functional behavior assessment), including evidence-based practices, positive behavior interventions, replacement behaviors, consequences and <b>continuously evaluates tools, checklists, and forms to support implementation of behavior intervention plan(s).</b> The plans are provided to each teacher with responsibility for educating the student.	In addition to what is provided in the Policy Statement above, the LEA <b>uses monitoring results to identify areas for systemic improvement</b> in the development and implementation of individual behavior intervention plans, (which address the function(s) of behavior hypothesized in the functional behavior assessment), including evidence-based practices, positive behavior interventions, replacement behaviors, and consequences and continuously evaluates tools, checklists, and forms to support implementation of behavior intervention plan(s). The plans are provided to each teacher with responsibility for educating the student.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators and general educators at least annually related to the development and implementation of a behavior intervention plan.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, general educators, <b>and administrators</b> related to the development and implementation of a behavior intervention plan.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators, general educators, administrators, <b>related service providers, and instructional support staff</b> related to the development and implementation of a behavior intervention plan.
<b>Data</b>	In addition to what is provided in the Policy Statement above, the LEA uses <b>multiple sources of formal and informal data</b> to create a functional behavior assessment (FBA), monitor the implementation and effectiveness of the behavior intervention plan (BIP), and ensure compliance of behavior intervention plan(s) <b>based on the manner described by the ARD committee.</b>	In addition to what is provided in the Policy Statement above, the LEA uses multiple sources of formal and informal data to create a functional behavior assessment (FBA), monitor the implementation and effectiveness of the behavior intervention plan (BIP), ensure compliance of behavior intervention plan(s) based on the manner described by the ARD committee, and <b>utilizes data to determine local education agency systemic behavior supports.</b>	In addition to what is provided in the Policy Statement above, the LEA uses multiple sources of formal and informal data to create a functional behavior assessment (FBA), monitor the implementation and effectiveness of the behavior intervention plan (BIP) ensure compliance of behavior intervention plan(s) based on manner described by the ARD committee, utilizes data to determine local education agency systemic behavior supports and <b>proactively includes data in professional learning communities to support data-driven instruction.</b>





## 21.Data Analysis (Student Outcomes)

REG. CITATION N/A

### POLICY STATEMENT

No Policy Statement

### PROBING QUESTIONS

1. How are students receiving special education services performing in comparison to their general education peers?
2. Are students receiving special education services making progress toward their IEP goals?
3. What resources do teachers and administrators have that support the connection between standardized state assessment and instruction?
4. Are students receiving special education services receiving those services in the least restrictive environment (LRE)?

### SOURCES OF EVIDENCE

- LEA policy, procedures, or guidelines related to assessment
- Data systems available to analyze assessment results
- Alignment of instructional materials to assessment
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- [TIER MTSS Modules](#)
- State Performance Plan (SPP) Indicators

### Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
Implementation	The LEA reviews state and LEA achievement data to identify strengths and needs and to make instructional improvements for students with disabilities.	The LEA examines state and LEA achievement data to identify discrepancies between state and LEA performance to make instructional improvements resulting in improved outcomes for students with disabilities.	The LEA implements a system of continuous data-based decision-making that compares state and LEA summative and formative achievement data to identify and address learning needs throughout the year, make organizational decisions about instruction and intervention, resulting in improved outcomes for students with disabilities.
Professional Development	The LEA provides training for special educators at least annually on using assessment data to improve instruction for students with disabilities.	The LEA provides training for general educators and special educators at least annually on using assessment data to improve instruction for students with disabilities.	The LEA provides training for general educators, special educators, and administrators throughout the year on using assessment and SPP data to improve instruction for students with disabilities.
Data	The LEA uses state and LEA assessment data to make classroom adjustments to curriculum, instruction, and assessment.	The LEA uses state and LEA assessment data to make classroom and individual student adjustments to curriculum, instruction, and assessment.	The LEA uses state and LEA assessment and SPP data to make systemic changes to curriculum, instruction, and assessment.



## 22. Family Engagement (Family Engagement) \*

REG. CITATION N/A

### POLICY STATEMENT

The LEA has adopted policy, established operating procedures or guidance, and monitors implementation of the operating procedures or guidance, to facilitate family engagement in school systems for families of students with disabilities.

### PROBING QUESTIONS

1. How is parent/guardian participation in the development or review of the student's IEP documented?
2. What procedures are in place at the LEA to facilitate and improve parent/guardian involvement in the special education process?

### SOURCES OF EVIDENCE

- LEA policy, procedures, or guidelines related to translation and interpretation
- LEA funding sources or budget assigned to provide translation and interpretation services
- Family engagement plan
- Survey or other data used to identify the needs of families
- Rate of family participation in school events (parent teacher conferences, school activities, back to school night, etc.)
- Rate of family participation in social media or other electronic means of family engagement
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Forms, checklists, or scripts used to explain procedural safeguards

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	In addition to what is provided in the Policy Statement above, the LEA <b>implements family engagement activities with the school community, invites families to partner with teachers, and invites families to participate in programs</b> that support the needs of students with disabilities. The LEA ensures that student privacy rights are protected in accordance with FERPA.	In addition to what is provided in the Policy Statement above, the LEA implements a family engagement plan that collaborates with <b>school community partners, recruits families to partner with teachers, and encourages families to participate in the design of programs</b> that support the needs of students with disabilities. The LEA ensures that student privacy rights are protected in accordance with FERPA.	In addition to what is provided in the Policy Statement above, the LEA <b>monitors implementation of a family engagement plan across all grades and programs</b> which collaborates with school community partners to define and address the resource needs of families, recruits families to learn how they can partner with teachers to support learning inside and outside the classroom, and invites families to <b>participate in improvement planning regarding the design of programs</b> that support the needs of students with disabilities. The LEA ensures that student privacy rights are protected in accordance with FERPA.
<b>Professional Development</b>	In addition to what is provided in the Policy Statement above, the LEA provides <b>training for special educators</b> , at least annually, on the role of families as essential partners in the educational program of students with disabilities.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators <b>and administrators</b> , at least annually, on the role of families as essential partners in the educational program of students with disabilities.	In addition to what is provided in the Policy Statement above, the LEA provides training for special educators and administrators, <b>more than once annually</b> , on the role of families as essential partners in the educational program of students with disabilities.



	<b>DEVELOPED</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
<b>Data</b>	In addition to what is provided in the Policy Statement above, the LEA <b>collects and analyzes data about family engagement</b> which recognizes multiple methods of engagement are valued.	In addition to what is provided in the Policy Statement above, the LEA collects and analyzes data about family engagement which recognizes <b>multiple methods of engagement are valued and includes meaningful family input in school systems.</b>	In addition to what is provided in the Policy Statement above, the LEA uses data about family engagement to improve school systems <b>in ways that meet the needs of families, and increase levels, and methods of engagement.</b>
<b>Communication</b>	In addition to what is provided in the Policy Statement above, the LEA uses <b>the home language(s) of families for all communications related to special education eligibility and services.</b> Wording is used which is clear, easy to understand, and free of educational terminology. The LEA provides parents/guardians with certain documents in their native language as required by law. (Prior Written Notice must be provided in the native language of the parent unless it is clearly not feasible to do so). In addition to Title VI requirements for communication with families in their native language.	In addition to what is provided in the Policy Statement above, the LEA <b>communicates information about school events, activities, and student progress in a variety of methods (school events, newsletter, website, Student Handbook, parent teacher conference, parent teacher organizations, classroom communications, etc.) using the home language(s) of families. Wording used is clear, easy to understand, and free of educational terminology (plain language).</b> The LEA provides parents/guardians with certain documents in their native language as required by law. (Prior Written Notice must be provided in the native language of the parent unless it is clearly not feasible to do so). In addition to Title VI may also apply here to requirements for communication with families in their native language.	In addition to what is provided in the Policy Statement above, the LEA has <b>developed consistent, strategic, school-wide systems for family outreach through a variety of methods</b> (school events, newsletter, website, Student Handbook, parent teacher conference, parent teacher organizations, classroom communications, etc.) using the home language(s) of families. Wording used is clear, easy to understand, and free of educational terminology (plain language) <b>that results in regular and timely home- to-school communication and increased parent participation.</b> The LEA provides parents/guardians with certain documents in their native language as required by law. (Prior written notice must be provided in the native language of the parent unless it is clearly not feasible to do so). In addition to Title VI may also apply here to requirements for communication with families in their native language.



## 23. Connection to Community & School Climate (Family Engagement)

**REG. CITATION** N/A

### **POLICY STATEMENT**

The LEA has adopted policy, established operating procedures or guidance and monitors implementation of operating procedures or guidance which allows all stakeholders, regardless of native language or ability, to fully participate in school activities and receive documents in an inclusive, culturally, and linguistically appropriate manner and that invites community partners to collaborate with schools. In addition, Title VI of the Civil Rights Act of 1964 prohibits discrimination based on national origin in programs or activities which receive federal financial assistance; therefore, policies, procedures, and guidance issued by an LEA are required to comply with Title VI.

### **PROBING QUESTIONS**

1. What procedures are in place at the LEA to facilitate and improve parent/guardian involvement in the special education process?
2. What systems are in place to build a strong school climate?
3. Who is responsible to ensure school activities and communications are inclusive for all stakeholders?
4. What types of community experiences are facilitated by LEA staff?
5. How does the LEA communicate community-based opportunities to students and families?
6. What procedures are in place at the LEA to facilitate and improve parent/guardian involvement in the special education process?
7. How does the LEA provide opportunities for community-based programming involving students with disabilities?

### **SOURCES OF EVIDENCE**

- LEA policy, procedures, or guidelines related to community partnerships
- Interagency agreements, contracts, and other formal descriptions of LEA responsibility within community programs
- Training artifacts (presentation handouts, sign-in sheets, etc.)
- Transition program and LEA policy, procedures, or guidelines related to school climate and parent engagement
- LEA policy, procedures, or guidelines related to translation and interpretation
- LEA funding sources or budget assigned to provide translation and interpretation services
- School climate surveys or other data sources



## 23. Connection to Community & School Climate (Family Engagement) (continued)

Please rate your LEA practices below:

	DEVELOPED	PROFICIENT	EXEMPLARY
<b>Implementation</b>	<p>In addition to what is provided in the Policy Statement above, the LEA <b>shares information with families about community resources</b> which provide opportunities for students with disabilities to access community experiences. The LEA allows stakeholders to participate in school activities and provides translation of some written documents in an inclusive, culturally, and linguistically appropriate manner. In addition, follows policy, pursuant to CFR 300.503, Prior Written Notice provided must be in the native language of the parent (unless it is clearly not feasible to do so).</p>	<p>In addition to what is provided in the Policy Statement above, the LEA <b>accesses community partners when providing opportunities for students with disabilities to access community experiences (volunteer, internship, employment, recreation, service learning, etc.), which are linked to student IEPs transition plans, the general curriculum, and classroom instruction. The LEA encourages all stakeholders to participate in school activities and provides translation of most</b> written documents in an inclusive, culturally, and linguistically appropriate manner. In addition, follows policy, pursuant to CFR 300.503, Prior Written Notice provided must be in the native language of the parent (unless it is clearly not feasible to do so).</p>	<p>In addition to what is provided in the Policy Statement above, the LEA <b>engages community partners in planning and implementing community-based programs</b> for students with disabilities and provides opportunities for community experience (volunteer, internship, employment, recreation, service learning, etc.), which are linked to student IEPs, transition plans, the general curriculum, and classroom instruction. The LEA ensures all stakeholders are <b>welcomed at school and can access school systems by providing translation and/or interpretation for all families with a home language other than English, seeking a culturally representative staff, and providing resources for families of students with disabilities.</b> In addition, follows policy pursuant to CFR 300.503, Prior Written Notice provided must be in the native language of the parent (unless it is clearly not feasible to do so).</p>
<b>Professional Development</b>	<p>In addition to what is provided in the Policy Statement above, the LEA provides <b>training for administrators</b> at least annually related to meeting special culture-based needs of students and families.</p>	<p>In addition to what is provided in the Policy Statement above, the LEA provides training for <b>educators</b> and administrators at least annually related to meeting special culture-based needs of students and families.</p>	<p>In addition to what is provided in the Policy Statement above, the LEA provides training for <b>all staff</b> at least annually related to meeting special culture-based needs of students and families.</p>
<b>Data</b>	<p>In addition to what is provided in the Policy Statement above, the LEA <b>collects and analyzes data about school climate</b> which recognizes multiple perspectives are valued.</p>	<p>In addition to what is provided in the Policy Statement above, the LEA collects and analyzes data about school climate which recognizes multiple perspectives are valued and <b>includes meaningful family input.</b></p>	<p>In addition to what is provided in the Policy Statement above, the LEA <b>uses data about school climate to improve school systems in ways which improve family engagement and increase student outcomes.</b></p>

