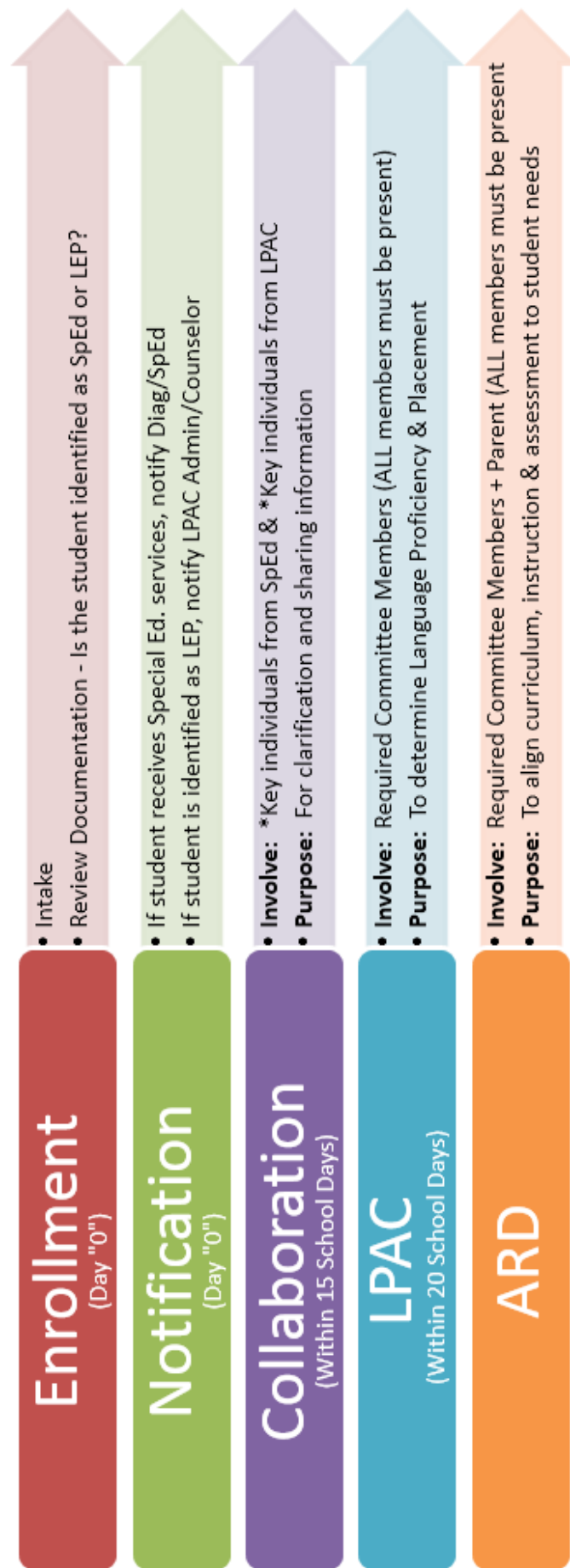


Planning for Collaboration Meetings *Overview*



*Key Individuals – refer to “Key Individuals for Meetings” for a list of possible individuals that can be included in meetings. Attendees may vary as per individual student needs.

Process Step	Details of the Process Step						
Enrollment / Intake	<ul style="list-style-type: none"> • Parent comes to enroll child • Ask parent if the child receives assistance under Special Education Services • Ask parent if the child is identified as LEP • Ask if the child is receiving instruction in English or Spanish • Check Skyward for additional information for Special Programs 						
Notification	<ul style="list-style-type: none"> • If the student is identified as Special Education or LEP, notify the person in charge of the ARDs or LPAC. • If the student is identified as Special Education AND LEP, notify both people (the one in charge of ARDs and the one in charge of LPAC) • ARD representative visit with LPAC representative to set up a date and time for the collaborative meeting – invite classroom teacher 						
Collaboration (*Key Individuals from LPAC & ARD Committee – dependent on student needs) ➤ New – within 15 days ➤ Current – within 4 weeks with new teacher ➤ Exited – when scores are received	<ul style="list-style-type: none"> • Preview student records/files • Inform teachers of instructional accommodations/modifications • Check assessment recommendations from previous districts • Check for linguistic accommodations • Check for exit criteria from previous districts and/or make recommendations for current year to be discussed in ARD • Purpose of this meeting: <ul style="list-style-type: none"> ○ Get a full picture of the instructional needs of the student prior to meeting with the parent(s) ○ Improve student achievement & well-being ○ Alignment of information and resources ○ These are discussions ONLY – decisions are made in the ARD • Documentation Required (19 TAC, 89.1225) by ARD & LPAC personnel 						
LPAC [ALL Committee members must be present (19 TAC, 89.1220)]	<ul style="list-style-type: none"> • Keep 20 day requirement • Enrollment date is day “0” • Documentation Required (19 TAC, 89) for all LPAC decisions in student permanent record 						
ARD [ALL Committee members must be present (19 TAC, 89.1050)]	<ul style="list-style-type: none"> • Transfer ARD • If the student is identified as LEP, then an LPAC Representative must be present Documentation Required (19 TAC, 89.1051) for all ARD decisions in ARD Minutes/Packet 						
If change(s) / adjustment(s) is(are) needed, cycle back to: <ul style="list-style-type: none"> • Collaboration Mtg; • LPAC; or • Brief ARD 	<p>Meetings can be called by teacher, administrator, diagnostician, LPAC member or parent at any time a question or concern may come up throughout the year. A meeting can also be called if any changes need to be considered.</p> <p>The meeting can include full committees or just key individuals* (depends on the purpose of the meeting).</p> <p>Some items to be discussed:</p> <table border="0"> <tr> <td>• Assessment types/accommodations</td> <td>• Accommodations</td> </tr> <tr> <td>• Linguistic Accommodations</td> <td>• Modifications</td> </tr> <tr> <td>• Other questions/concerns</td> <td>• Exit Criteria</td> </tr> </table>	• Assessment types/accommodations	• Accommodations	• Linguistic Accommodations	• Modifications	• Other questions/concerns	• Exit Criteria
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• Linguistic Accommodations	• Modifications						
• Other questions/concerns	• Exit Criteria						
End of Year LPAC	<ul style="list-style-type: none"> • Review assessment results • Does student meet Exit Criteria? • Make recommendations for placement next year 						
Cycle back through meetings for the following year.							

Key Individuals for Meetings

Who?	Purpose?	What to bring? Be prepared to discuss...
Campus Administrator	<ul style="list-style-type: none"> • Ensure availability and allocation of resources • Ensure alignment with district policies 	<ul style="list-style-type: none"> • Discipline notes • Attendance notes
Special Education Teacher (provides instruction to the student)	<ul style="list-style-type: none"> • Services • Instruction • Assessment • Progress 	<ul style="list-style-type: none"> • Work samples • Progress notes • Questions/concerns
General Education Teacher (provides instruction to the student)	<ul style="list-style-type: none"> • Services • Instruction • Assessment • Progress • Social/Emotional status • Behavior 	<ul style="list-style-type: none"> • Grades • Attendance • Work samples • Progress notes • Questions/concerns
Diagnostician	<ul style="list-style-type: none"> • Expertise of special needs • Records keeper • Coordination of services • Allowable accommodations / modifications • Knowledge of assessments 	<ul style="list-style-type: none"> • Special education file
LPAC Representative	<ul style="list-style-type: none"> • Expertise of language acquisition • Record keeper / interpreter of LPAC file 	<ul style="list-style-type: none"> • LPAC File • Student history • Linguistic accommodation
Counselor	<ul style="list-style-type: none"> • Coordination of counseling services 	<ul style="list-style-type: none"> • Any notes on services to student • Recommendation(s)
Assessment Coordinator	<ul style="list-style-type: none"> • To be informed of how these discussions and decisions affect planning for assessments • To ensure accommodations are allowable 	<ul style="list-style-type: none"> • Prior testing information • Current testing information
Nurse	<ul style="list-style-type: none"> • Provide information as needed to inform the group 	<ul style="list-style-type: none"> • Notes / concerns