



Special Education Audit

ASSURANCE • INSIGHT • OBJECTIVITY

Final Report

Audit Plan Code: 21-15

We found instances where students had no documentation as evidence they received services or the documentation had discrepancies in the quantity and frequency as defined in the student's IEP. We identified instances where the student's instructional setting code did not agree to the student's schedule. We also identified errors in the ARD process for the following areas: required timelines for annual ARDs, parent notifications, FIEs, and documentation to support absences for required ARD committee members.



Contents

ASSURANCE • INSIGHT • OBJECTIVITY

Executive Summary

Summary of Results	1
Management's Corrective Action Plan	2
Conclusion	2

Internal Audit Report

Background	3
Objective and Scope	4
Methodology	4
Inherent Limitations	4
Acknowledgement	4
Results	5
Recommendations and Management Response	9
Exhibit A – Glossary	12

Abbreviations

ARD	Admission, Review, and Dismissal
CAP	Corrective Action Plan
CFR	Code of Federal Regulations
COVID-19	Coronavirus disease 19
EPISD	El Paso Independent School District
FAPE	Free appropriate public education
FIE	Full and Individual Evaluation
Frontline	School management system utilized by the District
ICP	Individualized Continuity Plan
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
PEIMS	Public Education Information Management System
SEA	State educational agency
PWN	Prior Written Notice
SPED	Special Education Department
TEA	Texas Education Agency
TEC	Texas Education Code



Executive Summary

ASSURANCE • INSIGHT • OBJECTIVITY

We have completed the audit of Special Education. The objectives of the audit were to determine whether:

- (i) Invitations to an Admission, Review and Dismissal (ARD) were sent out to parents within the mandated time frame,
- (ii) Required individuals attended the ARD meetings
- (iii) ARD meetings were conducted within the mandated time frame,
- (iv) Individualized Education Program (IEP) services as determined by the ARD committee were provided, and
- (v) Student's instructional setting code agreed to the student's schedule.

The scope of the audit was students coded as receiving self-contained special education services from March to December 2020.

The Executive Summary provides, on a summarized basis, the findings discussed throughout the body of the detailed Internal Audit Report that follows. The Internal Audit Report includes background information and detailed findings, recommendations, and exhibit.

Summary of Results

1. We found 18 out of 40 (45%) students tested had no documentation as evidence the student received services or the documentation had discrepancies in the quantity and frequency as defined in the student's individualized education program (IEP) as developed by the Admission, Review, and Dismissal (ARD) committee. Of those 18 students, seven (7) did not have service logs to support they had received any type of related service. For the remaining 11 students, we found discrepancies in the quantity and frequency of services rendered to what was in the student's IEP.
2. We found instances where components of the ARD committee meeting process and Full and Individual Evaluation (FIE) did not occur according to federal and state guidelines. According to the Texas Education Agency (TEA), even though LEAs had some flexibility during the COVID-19 pandemic, they were still required to meet legally established requirements and timelines "to the extent possible." If timelines could not be met, LEAs were required to document all reasonable efforts made in the student's folder.
3. We found 37 of 40 (92.5%) students had errors in the documentation of accommodations distribution as follows:
 - Accommodations for three (3) students were not distributed immediately after the ARD meeting to teachers and other service providers who are responsible for implementing the student's IEP,
 - The remaining 34 students had no documentation to support IEP accommodations were provided at all to teachers and other service providers who are responsible for implementing the student's IEP.
4. We found 9 of 40 (22.5%) students had an inaccurate instructional setting code. The instructional setting code did not agree to the percentage of the instructional day that the student received special education and related services per their schedule in their IEP.
5. We found no documented evidence of Prior Written Notice (PWN) in 5 of 15 applicable instances when there was a change in the student's IEP. Of the five

(5), four (4) occurred when the students' IEP was amended during the COVID-19 Pandemic. If parents do not receive a PWN, there is a risk parents are not up to date on what actions the District is taking and not taking regarding their child.

6. Three students that transferred into the District, from our sample of 40 students, had an effective date in Frontline Special Education & Interventions V3 (Frontline) for special education services did not agree to the services start date documented in their Transfer Student – Agreement to Implement Form. An inaccurate PEIMS reportable date for special education services may result in over/under funding for the District.

Management's Corrective Action Plan

District management and leadership submitted a Corrective Action Plan (CAP) outlining the activities to be implemented. Six (6) of the total (6) recommendations made by Internal Audit were incorporated into the CAP. The CAP appears to be sufficient to address the findings outlined in this report. Internal Audit will conduct follow-up reviews to validate CAP activities have been implemented.

Conclusion

We found instances where students had no documentation as evidence they received services or the documentation had discrepancies in the quantity and frequency as defined in the student's IEP. We identified instances where the student's instructional setting code did not agree to the student's schedule. We also identified errors in the ARD process for the following areas: required timelines for annual ARDs, parent notifications, FIEs, and documentation to support absences for required ARD committee members.

The Assistant Superintendent Special Education & Special Services stated "Due to the Pandemic, school buildings were not accessible for the return of students to a face-to-face environment until EPISD implemented a return to school plan that took effect November 2020 limiting the ability to conduct Full and Individual Evaluations and access to many students for services before this time. Employees remained working virtually from home until January 2021. Due to this remote working environment, the ability to follow District Operating Guidelines to obtain documentation and signatures from parents and employees may have been impacted."

We recommend the Special Education Department (SPED) require ARD Committees to review student related service records that occurred during the COVID-19 pandemic to determine if related services were provided according to their IEP and determine to what extent, if any, compensatory services may be needed.

We recommend the SPED develop written procedures to address a catastrophic event, and create a detailed self-audit program to improve the accuracy, completeness, and quality of data.

The District must ensure compliance with the Individuals with Disabilities Education Act (IDEA) and the Texas Education Agency (TEA) requirements to ensure special education students receive free appropriate public education (FAPE).



Background

The purpose of the Individuals with Disabilities Education Act (IDEA) is “to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living...to ensure that the rights of children with disabilities and parents of such children are protected.” 20 U.S.C. 1400(d)(1)(A)(B).

The Individuals with Disabilities Education Act (IDEA) requires every student who receives special education and related services to have an individualized education program (IEP). The IEP is the primary means for providing free appropriate public education (FAPE). An IEP is a written educational program and commitment from the District to provide special education services and establishes measurable goals and related services for the student with disabilities.

The Admission, Review, and Dismissal (ARD) Committee, which is comprised of a child’s parent(s), the child, when appropriate, and school staff who are involved with the child and are responsible for developing, reviewing, and revising the child’s IEP. The ARD Committee is required to review the student’s IEP at least once a year. In addition, students must go through a Full and Individual Evaluation (FIE) every three years, unless the District and parent agree no evaluation is needed.

In response to the COVID-19 pandemic, the U.S. Department of Education (USDOE) issued a fact sheet providing informal guidance to federal education law, which states, “If a [local educational agency, typically a school district (LEA)] continues to provide educational opportunities to the general student population during a school closure [i.e. by providing online learning], the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of [free appropriate public education (FAPE)]. (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). [State Educational Agencies (SEAs)], LEAs, and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student’s [individualized education program (IEP)] developed under [the Individuals with Disabilities Education Act (IDEA)], or a plan developed under Section 504. (34 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504))

The EPISD uses Frontline Special Education & Interventions V3 software to manage the special education process and maintain student’s special education records. All documents pertaining to the student’s special education process, including IEP and FIE forms and related service logs, are stored in this software. In addition, it is in this software where diagnosticians update students’ statuses to currently served and thus begin the reporting to the Public Education Information Management System (PEIMS). The collection of PEIMS data is required of all school districts by Texas Education Code (TEC) 42.006. This data is used for various reports, accountability ratings, and funding calculations.

The Special Education Audit was approved by the Board of Trustees as part of the 2020-2021 Internal Audit Plan.

Objective and Scope

The objectives of the audit were to determine whether:

- Invitations to an ARD were sent out to parents within the mandated time frame,
- Required individuals attended the ARD meetings,
- ARD meetings were conducted within the mandated time frame,
- IEP services as determined by the ARD committee were provided and,
- Student's instructional setting code agreed to the student's schedule.

The scope of the audit was students coded as receiving self-contained special education services from March to December 2020.

Methodology

To achieve our audit objectives, we:

- Researched relevant federal/state laws and regulations, Board policies, and the department manual/guidelines.
- Performed walkthroughs and interviewed Special Education staff to obtain an understanding of the Special Education program processes and controls in place.
- Performed a risk assessment based on our understanding of Special Education processes and controls in place.
- Performed data analysis using the 2019-2020 and 2020-2021 special education student data from Frontline to identify students coded:
 - 43 Self-Contained, Mild/Moderate/Severe, Regular Campus At Least 50% and No More than 60% and,
 - 44 Self-Contained, Mild/Moderate/Severe, Regular Campus More than 60%.
- Reviewed student's ARD committee meeting IEP forms, FIE forms, transfer student-agreement to implement forms, related service logs, prior written notice of individualized continuity plan (ICP), student attendance logs, and student schedules.

Inherent Limitations

Because of the inherent limitations in a system of internal controls, there is a risk that errors or irregularities occurred and were not detected. Due professional care requires the internal auditor to conduct examinations and verifications to a reasonable extent.

Accordingly, an auditor is able to obtain reasonable, but not absolute, assurance that procedures and internal controls are followed and adhered to in accordance with the federal, state, local policies, and guidelines.

Acknowledgement

We would like to thank District employees who participated in this audit for their time.

Results

We found instances where students had no documentation as evidence they received services or the documentation had discrepancies in the quantity and frequency as defined in the student's IEP. We identified instances where the student's instructional setting code did not agree to the student's schedule. We also identified errors in the ARD process for the following areas: required timelines for annual ARDs, parent notifications, FIEs, and documentation to support absences for required ARD committee members.

According to the U.S. Department of Education and Texas Education Agency (TEA), school districts had some flexibility during the COVID-19 pandemic; however, they were still required to meet legally established requirements and timelines "to the extent possible."

The District must ensure compliance with the IDEA and TEA requirements to ensure special education students receive free and public education (FAPE).

Finding 1

We found 18 out of 40 (45%) students tested had no documentation as evidence the student received services or the documentation had discrepancies in the quantity and frequency as defined in the student's individualized education program (IEP) as developed by the Admission, Review, and Dismissal (ARD) committee. Of those 18 students, seven (7) did not have service logs to support they had received any type of related service. For the remaining 11 students, we found discrepancies in the quantity and frequency of services rendered to what was in the student's IEP. See Table 1 below.

Table 1

Type of related service	Number of students with no service log available	Number of students with discrepancies in quantity and frequency of services in the service log
Speech Therapy	2	6
Occupational Therapy	2	2
Music therapy	2	0
Counseling Services	0	3
Personal Care Services	1	0
Total # of Students	7	11

If a child does not receive services outlined in the IEP, the child may be eligible for compensatory services. Compensatory services are intended to make up for the loss of skills and learning resulting from services in the IEP that were not provided by the District (2020-21 TEA Students with Disabilities Planning Supports Guidebook).

According to TEA's Students with Disabilities Planning Supports Guidebook SY 20-21, "If a student's IEP requires the provision of related services, the LEA is responsible for providing these services...Related service providers should carefully document if services are not able to be provided. This documentation must be detailed enough to enable the ARD committee to later make determinations if compensatory services may be needed."

Finding 2

We found instances where components of the ARD committee meeting process and Full and Individual Evaluations (FIE) did not occur according to federal and state guidelines. According to TEA, even though LEAs had some flexibility during the COVID-19 pandemic, they were still required to meet legally established requirements and timelines “to the extent possible.” If timelines could not be met, LEAs were required to document all reasonable efforts made in the student’s folder. See Table 2 for details.

Table 2

ARD Process Area	Number of students	Error Rate (%)
ARD did not occur within required time frame (one year)	7	17.5
Parent did not receive ARD notification within required time frame (five days). However, parents did participate in ARD meeting.	5	12.5
One required ARD committee member did not attend the ARD and there was no documentation to support absent ARD committee member.	1	2.5
FIE did not occur within required time frame (three years)	4	10

Under normal circumstances, school districts are required to comply with the following when conducting evaluations and ARD committee meetings:

- Per 34 Code of Federal Regulations § 300.324, “Each public agency must ensure that...the IEP Team— reviews the child’s IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved.”
- Per the Texas Education Code § 26.0081, parents are required to receive at least five days’ notice before the date of ARD.
- Per 19 Texas Administrative Code § 89.1050, the “ARD committees must include the following:
 - the parents of the student;
 - not less than one regular education teacher of the student (if the student is, or may be, participating in the regular education environment);
 - not less than one special education teacher of the student, or where appropriate, not less than one special education provider of the student;
 - a representative of the school district.”
- Per 34 Code of Federal Regulations § 300.321, “A member of the IEP Team ... is not required to attend an IEP Team meeting, in whole or in part, if the parent of a child with a disability and the public agency agree, in writing, that the attendance of the member is not necessary because the member’s area of the curriculum or related services is not being modified or discussed in the meeting.”
- Per 34 Code of Federal Regulations § 300.303, “A reevaluation...must occur at least once every 3 years, unless the parent and the public agency agree that a reevaluation is unnecessary.”

In response to the COVID-19 pandemic, the TEA released guidance to school districts regarding ARD committee meetings. This guidance stated ARD committees were not required to meet in person while districts were engaging in social distancing and mandated closures, however, (i) Districts had to continue working with parents/guardians to meet timelines for ARD committee meetings “to the extent possible” and document in the student’s folder all reasonable efforts made to follow timelines, (ii) Parents/guardians must be given 5-day notice unless they waive their notice, and (iii) All required members of the ARD committee must

be present virtually unless a parent gave written permission for an excusal. (ARD Committee Considerations During COVID-19).

Finding 3

We found 37 of 40 (92.5%) students had errors in the documentation of accommodations distribution as follows:

- Accommodations for three (3) students were not distributed immediately after the ARD meeting to teachers and other service providers who are responsible for implementing the student's IEP,
- The remaining 34 students had no documentation to support IEP accommodations were provided at all to teachers and other service providers who are responsible for implementing the student's IEP.

Lack of documentation does not mean services were not provided. We cannot provide assurance whether accommodations were provided to students as this was not part of the scope of the audit.

The District must ensure that each teacher who provides instruction to a student with a disability has access to relevant sections of the student's IEP, is informed of the teacher's specific responsibilities related to the implementation of the IEP, and has an opportunity to request assistance regarding implementation of the student's IEP. (19 TAC 89.1075(c))

The District's Special Education Department (SPED) Operating Guidelines state that after the IEP is written, the Campus Administrator shall coordinate with the student's special education, general education teachers, and related service providers to ensure the student is provided the related services outlined in the IEP. In addition, the Special Education Case Manager shall provide a copy of the IEP or applicable portions to the relevant staff and providers.

Although, there are written procedures for this requirement, our testing found a high error rate (92.5%) in the distribution of student accommodations. If the relevant staff do not receive student accommodations, there is a risk these students may not receive special education and related services as outlined in the IEP and FAPE, for which every eligible student is entitled.

Finding 4

We found 9 of 40 (22.5%) students had an inaccurate instructional setting code. The instructional setting code did not agree to the percentage of the instructional day that the student received special education and related services per their schedule in their IEP.

The Student Attendance Accounting Handbook states, "In developing a student's IEP, the ARD committee should base the determination of the appropriate instructional setting code for the student on the percentage of the instructional day that the student receives direct, regularly scheduled special education and related services, as required in the student's IEP...For the purpose of determining a student's instructional setting code, the instructional day is defined as that portion of the school day in which instruction takes place (not to include lunch, recess, passing periods etc.)." An ARD committee must review the student's IEP, including their instructional setting code, at least annually. (2020-2021 Student Attendance Accounting Handbook, 4.7 Instructional Setting Codes)

The District's SPED procedures state that the diagnostician or SLP is responsible for entering the instructional code agreed upon by the ARD committee during the ARD meeting. Although there are written procedures for determining the instructional setting code, they do not include detailed instructions on which minutes in the student's schedule to use for the instructional setting calculation. There is an application tool in Frontline that can be used to determine the instructional setting code but it relies on accurate data entry by the user.

The ARD documentation in Frontline indicates under the "Schedule of Services" section the number of minutes or periods per day in the instructional day. It also shows the student's schedule, which indicates the "Course/Curriculum Area" and if general or special education. We noted the number of minutes per day and total hours in a schedule do not always equal the same amount as that documented in the "Schedule of Services" section.

A district's special education funding allotment from the state is determined by using a district's special education student population average daily attendance (ADA) and is entitled to an annual allotment equal to the adjusted basic allotment multiplied by a weight determined according to the student's instructional setting. (TEC 42.151 Special Education).

The instructional setting code along with other data used to determine special education funding, is provided to the state during the PEIMS submission. The collection of Public Education Information Management System (PEIMS) data is required of all school districts by Texas Education Code (TEC) 42.006. This data is used for various reports, accountability ratings, and funding calculations.

Finding 5

We found no documented evidence of Prior Written Notice (PWN) in 5 of 15 applicable instances when there was a change in the student's IEP. Of the five (5), four (4) occurred when the students' IEP was amended during the COVID-19 Pandemic. If parents do not receive a PWN, there is a risk parents are not up to date on what actions the District is taking and not taking regarding their child.

The Individuals with Disabilities Education Act (IDEA) states parents have the right to receive a PWN from the school each time the school proposes or refuses to take certain actions with respect to their child. For example, when a student's IEP is revised, a school must send a PWN to the parents. The PWN is intended to be provided to parents after an ARD decision is made but before it is implemented. The PWN must be provided to the parent at least five school days before the District proposes or refuses the action unless the parent agrees to a shorter timeframe. (10 TAC 89.1050)

The SPED written procedures state the Diagnostician/SLP is responsible for completing and providing a PWN to parents or guardians. The SPED sent an email dated March 24, 2020 to campus administrators with the following two statements, 1) "A Prior Written Notice (PWN) will be completed for any changes made and agreed upon during the IEP amendment and 2) "Prior Written Notice (PWN) must be given to the parent any time there is a change to the IEP. We will need to send parents the PWN with an explanation of what we are proposing to do in response to the COVID 19 crisis..."

Finding 6

Three students that transferred into the District, from our sample of 40 students, had an effective date in Frontline Special Education & Interventions V3 (Frontline) for special education services did not agree to the services start date documented in their Transfer Student – Agreement to Implement Form. An inaccurate PEIMS reportable date for special education services may result in over/under funding for the District.

There are three relevant dates when a student transfers into the District 1) Services start date in the Transfer Student Agreement to Implement Form, 2) effective date of special education services, and 3) PEIMS reportable date. When a student initially transfer into the District, these three dates should be the same to ensure that the period for which the District will obtain special education funding for these students is accurate.

- One (1) student had a services start date of 9/9/20 in their Transfer Student Agreement to Implement Form. However, their effective date for services and their PEIMS reportable date for special education services was 10/27/20.
- Two (2) students had an effective date for special education services in Frontline that preceded the services start date in their Transfer Student Agreement to Implement Form.

Recommendations and Management Response

A Corrective Action Plan (CAP), outlining the activities to be implemented and signed by District management and leadership, was submitted to Internal Audit. The six (6) recommendations made by Internal Audit were incorporated into the CAP. The CAP appears to be sufficient to address the findings outlined in this report.

1

We recommend Special Education Department (SPED) require ARD Committees to review student related service records that occurred during the COVID-19 pandemic to determine if related services were provided according to their IEP and determine to what extent, if any, compensatory services may be needed.

Management and Leadership Response: Agreed with recommendation and incorporated into the CAP as activity one (1).

Person(s) Responsible: Director of Special Education and Assistant Superintendent of Special Education and Special Services

Implementation Dates: 07/30/2021, 10/01/2021, 06/02/2022

2

We recommend SPED develop written procedures to address a catastrophic event that will address at a minimum the following:

- 2.1 Method of instruction to ensure students' IEPs are implemented,
- 2.2 Communication with student's family and educators regarding the students' method of instruction and services the student will receive,
- 2.3 Required timelines for Annual ARD, parent notices, FIE, accommodations and PWN
- 2.4 Attendance of required ARD committee members and appropriate documentation for absence of committee members,
- 2.5 Distribution of accommodations to teachers and other service providers who are responsible for implementing the student's IEP, and

2.6 Required documentation by service providers of services provided and not provided so that an ARD committee can later determine if compensatory services are necessary.

Management and Leadership Response: Agreed with recommendation and incorporated into the CAP as activity two (2).

Person(s) Responsible: Director of Special Education, Director of Curriculum and Instruction for Special Education and Special Services, Director of Special Education Operations and Compliance and Assistant Superintendent of Special Education and Special Services

Implementation Date: 06/02/2022

We recommend SPED create a detailed self-audit program to improve the accuracy, completeness, and quality of data in Frontline. The self-audit program should include: 1) testing procedures with the objective of each procedure 2) process for monitoring/follow-up on errors, 3) process for identifying trends and patterns to provide strategic support and training in high error rate areas.

At a minimum the following areas should be tested in the self-audit:

3

- 3.1 Required timelines for: Annual ARD, parent notices, FIE, accommodations and PWN,
- 3.2 Attendance of required ARD committee members and appropriate documentation for absence of committee members,
- 3.3 Distribution of accommodations to teachers and other service providers who are responsible for implementing the student's IEP,
- 3.4 Accurate instructional setting code, and
- 3.5 Students are receiving related services as defined in their IEP.

Management and Leadership Response: Agreed with recommendation and incorporated into the CAP as activity three (3).

Person(s) Responsible: Director of Special Education, Director of Curriculum and Instruction for Special Education and Special Services, Director of Special Education Operations and Compliance and Assistant Superintendent of Special Education and Special Services

Implementation Dates: 10/10/2021, 12/17/2021, 03/04/2022, 06/02/2022

We recommend SPED review and update their written procedures for the instructional setting code calculation to include examples for users. The procedures should be (1) reviewed on a regular basis and updated as needed, (2) used for training purposes, and (3) distributed to stakeholders. At a minimum these procedures should address:

4

- 4.1. The use of only minutes for both the "Schedule of Services" and the student's schedule for consistent and accurate calculations of the instructional setting code, and
- 4.2. Detailed instructions on which minutes in the student's schedule to use for the instructional setting calculation.

Management and Leadership Response: Agreed with recommendation and incorporated into the CAP as activity four (4).

Person(s) Responsible: Director of Special Education Operations and Compliance

Implementation Dates: 07/31/2021, 10/10/2021, 06/01/2022

5

We recommend SPED conduct the following training:

- Instructional setting code calculation that includes examples,
- Self-audit program procedure, and
- Transfer student intake and input of PEIMS reportable date.

Management and Leadership Response: Agreed with recommendation and incorporated into the CAP as activity five (5).

Person(s) Responsible: Director of Special Education and Director of Special Education Operations and Compliance

Implementation Dates: 10/1/2021, 6/1/2022

6

We recommend SPED review the records of the three students in Finding #6 and determine if the PEIMS reportable date can be updated and corrected to when the students actually began receiving special education services so that data submitted to PEIMS is accurate.

Management and Leadership Response: Agreed with recommendation and incorporated into the CAP as activity six (6).

Person(s) Responsible: Director of Special Education and Director of Special Education Operations and Compliance

Implementation Date: 07/30/2021

Exhibit A – Glossary

Source: *The Legal Framework for the Child-Centered Special Education Process* <http://framework.esc18.net>

Term	Acronym	Definition
Accommodations	N/A	Changes to materials or procedures that enable students with disabilities or English language learners to participate meaningfully in learning and testing.
Admission, Review, and Dismissal Committee	ARD	A committee composed of a child's parent, the child, when appropriate, and school personnel who are involved with the child. The ARD committee determines a child's eligibility to receive special education services and develops the individualized education program (IEP) of the child.
Admission, Review, and Dismissal Meeting	ARD Meeting	A meeting to annually review a student's special education program that includes an update of the student's progress, a review of the current individualized education program (IEP), and development of a new IEP for the upcoming year.
Diagnostician	N/A	A qualified examiner who primarily serves as a member of a multidisciplinary team and works closely with parents, teachers, and other school personnel in using a wide variety of instruments to assess and diagnose learning problems and evaluate academic skills of students.
Free Appropriate Public Education	FAPE	Special education and related services that have been provided at public expense under public supervision and direction and without charge, meets the standards of the Texas Education Agency, includes an appropriate preschool, elementary school, or secondary school education in the state involved, and are provided in conforming with the individualized education program.
Full and Individual Evaluation	FIE	A comprehensive evaluation that consists of data gathered from multiple sources for each student being considered for special education and related services. It is a part of the district's overall general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom are to be considered for all support services available to all students, such as tutorial, remedial, compensatory, response to scientific, research-based intervention, and other academic or behavior support services.
Individualized Education Program	IEP	A written statement for each child with a disability that is developed, reviewed and revised by the admission, review, and dismissal committee, of which parents are active members. The IEP includes the student's present levels of academic achievement and functional performance, participation in state and district-wide assessments, transition services, annual goals, special factors, special education, related services, supplementary aids and services, extended school year services, and least restrictive environment. The Individuals with Disabilities Education Act is now aligned with the important principles of No Child Left Behind in promoting accountability for results, enhancing the role of parents and improving student achievement through instructional approaches that are based on scientific research.

Individuals with Disabilities Education Act	IDEA	The federal law that provides assistance to states for the education of children with disabilities is the IDEA. This law gives every child with a disability the right to a public education at no cost to the family. Part C of the IDEA requires services to begin at birth and extends until the child turns three. Early Childhood Intervention programs deliver Part C services. Part B of the IDEA requires services for children from ages 3 through 21. Most children receiving Part B services are in public schools.
Instructional Setting/Arrangement	N/A	The educational placement for the child with a disability and the decision for determining the instructional arrangement/setting must be based on the child's individualized education program. The admission, review, and dismissal committee determines the appropriate instructional setting/arrangement. The local educational agency must ensure that a continuum of alternative placements is available to meet the needs for special education and related services.
Prior Written Notice	PWN	A notice that must be given to the parents of the child whenever the local educational agency proposes to initiate or change or refuses to initiate or change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to the child. Texas defines a reasonable time for providing such notice as five school days.
Public Education Information Management System	PEIMS	A data collection system that encompasses all data requested and received by the Texas Education Agency about public education, including student demographics, academic performance, personnel, financial, and organizational information.
Related Services	N/A	A wide array of developmental, corrective, and other supportive services that are required to assist the child to benefit from special education. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (mapping), maintenance of that device, or the replacement of that device. Special education and related services are based on peer-reviewed research to the extent practicable. This means there is reliable evidence to demonstrate that the program or services are effective in meeting the needs of the child. Peer-reviewed research ensures that the quality of the research meets the established standard of the field. Peer-reviewed research may apply to academic, as well as nonacademic areas, such as behavioral interventions. Related services include, but are not limited to assistive technology, audiology services, counseling services, interpreting services, medical services, music therapy, occupational therapy, orientation and mobility services, parent counseling and training, physical therapy, psychological services, recreation, rehabilitation counseling services, school health services, social work services in school, speech-language therapy, and transportation.
Special Education	SPED	Specially-designed instruction at no cost to parents to meet the unique needs of the child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, and includes instruction in physical education.



EL PASO INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES

Al Velarde, President - District 2
Daniel E. Call, Vice-President - District 7
Leah Hanany, Secretary - District 1
Josh Acevedo, District 3
Isabel Hernandez, District 4
Israel Irrobali, District 5
Freddy Khlayel-Avalos, District 6

Internal Audit Department

📍 1014 N. Stanton St. El Paso, TX 79902

📞 Phone 915-230-2743 ✉ Email audit@episd.org

Fraud, Waste, and Abuse Hotline:

<https://www.reportlineweb.com/EPISD> or (800) 620-8591



The El Paso Independent School District does not discriminate in its educational programs or employment practices on the basis of race, color, age, sex, religion, national origin, marital status, citizenship, military status, disability, genetic information, gender stereotyping and perceived sexuality, or on any other basis prohibited by law. Inquiries concerning the application of Titles VI, VII, IX, and Section 504 may be referred to the District compliance officer, Patricia Cortez, at 230-2033; Section 504 inquiries regarding students may be referred to Kelly Ball at 230-2856.

El Distrito Escolar Independiente de El Paso no discrimina en los programas de educación o en prácticas de empleo usando el criterio de raza, color, edad, sexo, religión, origen nacional, estado civil, ciudadanía, estado militar, discapacidad, información genética, estereotipo sexual o sexualidad percibida, u otra práctica prohibida por la ley. Preguntas acerca de la aplicación del título VI, VII o IX, y la Sección 504 pueden ser referidas al oficial del distrito, Patricia Cortez al 230-2033; preguntas sobre 504 toocante a estudiantes pueden ser referidas a Kelly Ball al 230-2856.