samegoal

Special Education Forms

SameGoal's Special Education forms in Texas are primarily informed by The Legal Framework for the Child-Centered Special Education Process, as well as model forms and guidance published by TEA. SameGoal includes updates for state and federal legislative changes. Learn more about monitoring.

Forms include:

- Main Forms
- Behavior/Discipline Forms
- Additional Consent Forms
- Additional Forms
- SHARS-Related Forms
- Service Capture Forms

Main Forms

- Referral for Initial Evaluation
- Prior Written Notice
- Consent for Initial Evaluation
- Consent for Reevaluation
- Notice and Consent for Evaluation
- Review of Existing Evaluation Data*
- Full and Individual Evaluation
- Notice of ARD Committee Meeting
- Individualized Education Program*
    - IEP at a Glance (additional view)
    - IEP Accommodations Log (Clipboard Sheet) (additional view)
    - TSDS/PEIMS at a Glance (additional view)
- Consent for Services
- IEP Progress Report

- Receipt of Procedural Safeguards

Behavior/Discipline Forms

- Functional Behavioral Assessment**
- Behavior Intervention Plan
- Manifestation Determination Review*
- Discipline Incident
- Discipline Removal - Services**
- Written Summary of Restraint Use

Additional Consent Forms

- Authorization for Release of Records
- Consent for Release of Confidential Information - Visually Impaired and Deafblind Students
- Parental Consent for Evaluation for HB 548 Language Acquisition
- Electronic Communication Consent
- Consent for Telehealth - Counseling
- Consent for Telehealth - Occupational Therapy
- Consent for Telehealth - Speech Therapy

Additional Forms

- ARD/IEP Contact Log
- ARD/IEP Teacher Input Form
- Evaluation Parent Input
- Transfer Student Comparable Services Agreement
- ECI Transition Conference
- Notice of Transfer of Educational Rights
- Notice Educational Rights Have Transferred
- AEP Personalized Transition Plan
- Summary of Performance
- Physician's Verification of Other Health Impairment
- Physician's Verification of Need for Homebound Services
- Student Observation
- Health Information
- Pre-Referral Consideration of Support Services
- Evaluation/Identification Procedure Notification (Dyslexia)

SPPI Forms

- Child Outcomes Summary Form (SPPI 7)
- Secondary Transition Folder Review (SPPI 13)

SHARS-Related Forms

SHARS-related forms in SameGoal are designed to help districts document compliance with the SHARS program, substantiate claiming, and assist in the event of audit. Select fields from forms below are included in SameGoal's Services Capture and Medicaid Integration, such that this information flows automatically to your district's SHARS software.

- **SHARS Notice & Consent**
  - SHARS Notice and Consent
  - SHARS Annual Notification
- **Prescriptions/Referrals**
  - Prescription - Occupational Therapy
  - Prescription - Physical Therapy
  - Referral - Audiological Services
  - Referral - Speech Therapy

Service Capture Forms

Districts may optionally log both billable and non-billable services in SameGoal. In doing so, districts are able to centralize both Special Education and service capture*** in one system. Information for billable services flows automatically via integration to the district's SHARS software for reimbursement in SameGoal's Services Capture and Medicaid Integration.

*** Note: Does not include logs for transportation, nursing or PCS. Districts typically have dedicated systems for transportation and nursing, and PCS is typically best logged in SHARS software systems.*

- IEP Service Log
- Evaluation Service Log

Footnotes

** ARD committee is **always** required*
*** ARD committee is **sometimes** required*

Recent Legislation Changes

11/01/21 - SHARS Updates: Major changes to the SHARS program include new billable procedure codes and documentation requirements.

Resources:

- TEA School Health and Related Services
- SHARS Handbook

SameGoal:

- Addresses new documentation requirements
- Includes prescription and referral forms
- Includes required documentation elements on service log forms

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09/23/21 - Dyslexia Handbook Updates: The SBOE gave final approval for updates to the Dyslexia Handbook in September 2021. The updated handbook takes effect 2/10/22. Most notably for special education documentation and processes, the updates established a single pathway for evaluation. Anytime an LEA suspects a student has dyslexia or a related disorder and may need dyslexia intervention services, the LEA must seek parental consent for a Full Individual Initial Evaluation (FIIE) under the IDEA.

Resources:

- TAA: Dyslexia Screening Exception Reason in the Texas Student Data System (TSDS) (March 31, 2022)
- Dyslexia Handbook
- TEA Dyslexia and Related Disorders
- Special Education Newsletter April 2021

SameGoal:

- Includes all forms required for FIIE
- Includes all forms for both special education and 504, either of which might serve a student with these conditions
- Includes TSDS reporting for dyslexia

07/22/21 - SB 89 COVID-19 Recovery: By May 1, 2022, ARD committees must complete a required supplement as a written statement included in the child's IEP regarding

evaluation and services provided during COVID.

SameGoal:

Per the TAA overview, "While the required content must be included with the written statement of the IEP, the specific location and format of the information may be determined locally." Because districts are implementing for school year 2022-23, we expect LEAs have already met this requirement. For those LEAs that implement prior to May 1, 2022 and must meet this requirement, we recommend entering this information as deliberations within the IEP.

07/08/21 - SPPI 11 and 12 in TSDS: SPPI-11 and SPPI-12, formerly reported in aggregate through TEAL, will now be reported on a per-student basis through the TSDS Child Find (CF) collection.

Resources:

- TAA: Child Find (SPPI-11 & SPPI-12) Eligibility Determination Delay Reason in TSDS (March 31, 2022)
- TSDS StudentChildFindAssociationExtension

SameGoal:

- Includes TSDS StudentChildFindAssociationExtension state reporting

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06/25/21 - HB 4545 ALCs: Students that do not pass STAAR tests in certain grades and subjects require an advanced learning committee (ALC) and accelerated instruction.

Resources:

- TEA Accelerated Learning Resources

SameGoal:

Per TEA HB 4545 FAQs, the ARD committee serves as the ALC for special education students. Per question 84, "Decisions made by the ARD committee must be documented in writing. This may be included in the deliberations section of a student's IEP or as supplemental attachment." We recommend LEAs add an ALC district bank template that can be inserted into deliberations.

07/09/20 - HB 548 SELA: Language acquisition of each child eight years of age or younger who is deaf or hard of hearing must be regularly assessed using a tool or assessment. The TSDS SELA collection includes data for children that meet the following criteria:

- Eight years of age or younger; and
- Has either of the following disabilities: (03) Auditory Impairment or (02) Deaf-Blind

Resources:

- TSDS SELA overview
- TWEDS SELA overview
- TSDS StudentSpecialEdProgramAssociationExtension

SameGoal:

- Includes a form to capture SELA data required for TSDS
- Includes model form HB 548 Parental Consent for Evaluation published on TEA's Sensory Impairments page

Monitoring

SameGoal is updated frequently for state and federal legislative changes. These changes are provided free of charge and addressed as quickly as possible by our state customization team. Ways we stay abreast of changes include:

- Legislative monitoring. Some examples for Texas-specific changes:
  - To The Administrator Addressed Correspondence
  - TEA Special Education Webinars and Newsletters
- Regular communication with local partners, e.g. Texas SHARS partners
- Texas educational consultants
- Regular communication with Texas districts