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RELATED SERVICES (SBOE §89.1060, 34 CFR §300.7a, and §300.24)

Related services means transportation and such developmental, corrective, support services as are required to assist a student with a disability to benefit from special education. If a child with a disability needs only a related service and not special education, the child is not eligible under §300.7a, unless the related service is considered to be special education under State standards, in which case the child would be eligible. (Example: speech therapy is special education instruction in Texas)

Related services include the following:

speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, early identification and evaluation of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

I. REQUEST FOR RELATED SERVICES

In order to receive an evaluation to determine eligibility for related services, the ARD/IEP Committee will follow 34 CFR§300.533 in reviewing existing evaluation data to plan an appropriate evaluation. (see Full and Individual Evaluation section) The request for additional evaluation should be completed and forwarded to the appropriate Special Education Department staff member.

NOTE: Parents should be given written notice that additional evaluation will be conducted if the recommendation is outside of an ARD/IEP meeting or an ARD/IEP in which the parents are not present. Procedural Safeguards will be given and written consent must be obtained as described in Procedural Safeguards section.

II. RELATED SERVICES CATEGORIES:

1. Audiological Services
 - a. identification of children with hearing loss;
 - b. determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
 - c. provision of habilitative activities, such as language habilitation, auditory training, speech reading, hearing evaluation, and speech conservation;
 - d. creation and administration of programs for prevention of hearing;
 - e. counseling and guidance of pupils, parents, and teachers regarding hearing loss; and

f. determination of the student's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

2. Rehabilitation Counseling

Rehabilitation counseling services are services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace

and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

3. Counseling Services

Counseling services are services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel as are required to assist a child with a disability to benefit from special education. Parent counseling and training includes assisting parents in understanding the special needs of their child; providing information about child development; and helping parents acquire the skills necessary to allow them to support the implementation of their child's IEP or IFSP.

4. Psychological Services

Psychological services include:

- a. administering psychological and educational tests, and other evaluation procedures;
- b. interpreting evaluation results;
- c. obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- d. consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations;
- e. planning and managing a program of psychological services, including psychological counseling for students and parents,
- f. assisting in developing positive behavior intervention strategies as needed; and
- g. attending RECRC meetings as requested.

Prior to requesting a psychological evaluation, school personnel should be able to document previous educational efforts and strategies and the results of those efforts include participation in or consideration for other programs within CISD. Further, an intellectual and academic evaluation must be completed.

Psychological services may be requested through the Student Assistance Team meetings or an ARD/IEP committee. If a psychological is requested in an ARD/IEP meeting, the diagnostician will report the request. (See Section I. - Referrals for Specific Areas)

5. School Health Services

School health services, as a related service, are those provided by a qualified school nurse or other qualified person. Services are to eligible students with disabilities in addition to those routinely available to all students and may include the following:

- a. screening and referral for health needs;
- b. monitoring medication needed by students during school hours;
- c. consultation with physicians, parents, and staff regarding effects of medication, and emergency care training for staff and parents;
- d. counseling students with disabilities and their families concerning health care practices and services; and
- e. assistance with catheter, tube feeding and other school health service procedures.

6. **Medical Diagnostic Services**
Medical diagnostic services are provided by a licensed physician to determine a child's medically related disability, which may result in a need for special education and related services.
7. **Recreation Therapy**
Recreation therapy includes evaluation of leisure function, therapeutic recreation services, recreation programs in the school and community agencies, and leisure education.
8. **Orientation and Mobility**
Orientation and mobility services means services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, including:
 - a. teaching students spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel;
 - b. teaching students to use the long cane, as appropriate, to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
 - c. teaching student to understand and use remaining vision and distance low vision aids, as appropriate; and
 - d. other concepts, techniques, and tools, s determined appropriate.
9. **Interpreting Services for Students who are Deaf (§89.1060)**
Interpreting services include interpreting/transliterating receptively and expressively for persons who are deaf or hard of hearing. Interpreter will be certified in appropriate language mode(s) if certification in such mode(s) is available.
10. **Social Work**
 - a. Social work includes: preparing a social or developmental history of a student with a disability,
 - b. group or individual counseling with the student and family,
 - c. working with those problems in a student's living situation (home, school, community) that affect the student's adjustment in school,
 - d. mobilizing school and community resources to enable the student to learn as
 - e. effectively as possible in his or her education program; and
 - f. assisting in developing positive behavioral intervention strategies.
11. **Transportation (includes TAC §89.1090 Residential Settings)**
Transportation includes travel to and from school and between schools, travel in and around school buildings, and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a student with a disability. In order to receive transportation service, the ARD/IEP committee must document eligibility and need.

Local Transportation Rules

The district's rules and regulations govern special education bus students unless designated otherwise by an ARD/IEP Committee.

Violation of school bus rules and regulations may result in restrictions. The student will follow local guidelines unless the ARD/IEP committee recommendations are different.

Special education transportation procedures include the following:

- a. It is the responsibility of the parent to have the student ready for the bus each day.
- b. It is the responsibility of the parent to notify the Transportation Department of any change of address.
- c. If the student is to be transported to or from a place other than home, parent submits to the Transportation Department the student's name and address, and the person's name and address who will assume responsibility for the child.
- d. Card files are maintained on all students; therefore, if home or work numbers change, parents notify the local campus, the Special Education Department, and the Transportation Department.
- e. If the student will not be riding the bus for more than a day, parent contacts the Transportation Department in advance so that the driver can be notified.

Residential Settings (§89.1090)

For each student placed in a residential setting by the student's ARD/IEP committee, including those students placed in the TSBVI and the TSD, CISD shall be responsible for transportation at the beginning and end of the term and for regularly scheduled school holidays when students are expected to leave the residential campus. CISD is not responsible for transportation costs for students placed in residential settings by their parents. Transportation costs shall not exceed the state approved per diem and mileage rates unless excess costs can be justified and documented. Transportation shall be arranged using the most cost efficient means. When the ARD/IEP Committee determines it is necessary for the safety of the student that an adult accompany the student, round-trip transportation for that adult shall also be provided. The resident school and the residential facility shall coordinate to ensure that students are transported safely, including the periods of departure and arrival.

12. Occupational/Physical Therapy

Occupational and physical therapy includes:

- a. improving, developing or restoring functions impaired or lost through illness, injury, or deprivation,
- b. improving ability to perform tasks for independent functioning if functions are impaired or lost, and
- c. preventing, through early intervention, initial or further impairment or loss of function.

The primary function is to directly assist the student to benefit from instruction.

Occupational and physical therapy services will be provided when a disability adversely affects the educational performance. The therapist will aid the student to

develop, increase, improve, and maintain skills that are prerequisites for the student to function within his educational environment.

In the case of physical and occupational therapy, services for students shall be prescribed by a physician for consideration by the ARD/IEP committee.

Occupational and Physical Therapy Service Levels:

LEVEL I - Individual Service

The occupational therapist is the primary implementer of the related service stated in the IEP. Specific goals and objectives are written and integrated into the IEP for this service.

LEVEL II - Student Centered

The therapist assists the teacher in developing the IEP, which the classroom personnel implement. The frequency of consultation and the primary position responsible for implementing the program should be noted on the IEP. The IEP should reflect consultation that is provided by the therapist.

LEVEL III - Teacher Centered

This service will address an individual student's educational program needs (e.g., pre-vocational, vocational activities, feeding and positioning programs and motor labs). This may be a one-time consult with no specific assessments performed. No formal occupational therapy goals or objectives are written.

LEVEL IV - Classroom Centered

This service will address groups of students and their educational program needs. This often may be a one-time consult with no specific evaluations performed. No objectives or goals are written.

LEVEL V - Program Centered

This service may address staff and/or entire system needs (e.g., environmental adaptations, in-service). No occupational therapy goals or objectives are written.

Discontinuation Of Occupational and/or Physical Therapy Services Will Occur When:

Discontinuation occurs upon ARD/IEP committee discussion of current evaluation and recommendation that OT/PT services are not required due to one of the following:

- (1. The student has accomplished the goals targeted in the IEP;
- (2. The student has achieved the maximum benefit from occupational and/or physical therapy;
- (3. The student's physical dysfunction does not negatively affect his/her educational program;
- (4. The student maintains progress and no evidence of change is seen;
- (5. There is not a current OT/PT MEDICAL REFERRAL FORM; or
- (6. The intervention will not impact the educational success of the student.

13. Other areas may be found in 34 CFR §300.22.

All appropriate evaluation criteria in the FIE and Disability sections will be followed for appropriate related services. Also, ARD/IEP criteria will be followed for related services.