

LEGAL ASPECTS OF SPED PROGRAM IN US PUBLIC SCHOOL SYSTEM APPLICABLE TO OTHER EDUCATIONAL SYSTEMS

Dr. Volkan Cicek
Faculty of Education
Ishik University, Iraq
volkancicek@gmail.com

Abstract: Special Education program is implemented in each and every US Kindergarten thru 12 public schools and it is the major educational program that is subject to extra funding. In this review, legal aspects of Special Education Program currently implemented in Kindergarten thru 12 US Public School System that may be applicable to educational systems of other regions and countries are discussed within the context of basis on federal and state laws, ARD (Admission, Review, and Dismissal) committee, Disability categories, ARD meetings specific to disability categories, identification of eligible students, confidentiality, documentation, Modifications and Accommodations, Discipline Issues

Key Words: Special Education, IEP (Individualized Educational Plan), FIE (Full and Individual Evaluation), Modifications, Accommodations, Learning Disability, Other Health Impairment, Attention Deficit disorder, Attention Deficit Hyperactivity Disorder, Speech Impairment, Autism, Dyslexia, Behavior Intervention Plan, Limited English Proficient

Basis

Federal Requirements

No Child Left Behind Act of 2001 (NCLB)

Stronger public accountability is one of the basic education reform principles contained in NCLB. NCLB requires the participation of all public school students in the following assessments:

- reading/language arts and mathematics for all students in grades 3–8 and at least one grade in high school; and
- science in at least one grade in each of three grade spans (3–5, 6–9, and 10–12).

These assessments form the basis of the federal accountability system. Federal accountability is defined in terms of Adequate Yearly Progress (AYP), a way to measure the achievement of academic standards for all students and student demographic groups. Campuses, districts, and states are held accountable for achieving academic standards on an annual basis through public reporting and ultimately through consequences if AYP measures are not met. Federal regulations require all students, including those receiving special education services, to be assessed on grade-level curriculum (34 CFR, Parts 200 and 300). To this end, NCLB explicitly calls for “reasonable adaptations and accommodations for students with disabilities (as defined under Section 602(3) of the Individuals with Disabilities Education Act) necessary to measure the academic achievement of such students relative to State academic content and State student academic achievement standards.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

IDEA specifically governs services for students served by special education and provides federal funding to states and school districts for this purpose. Those who are eligible must be provided an individualized education program (IEP) developed to meet their unique needs. IDEA strengthens accountability for the education of students with disabilities by requiring their participation in statewide and district wide assessments, with appropriate accommodations when necessary. Included in the IEP is a statement of any accommodations required to measure the academic achievement and functional performance of the student on such assessments. If the IEP team determines that the child should take an alternate assessment, it must produce a statement indicating why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

Rehabilitation Act of 1973 (Section 504)

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against individuals with disabilities who seek access to programs and activities provided by entities that receive financial assistance from the federal government, including organizations that receive U.S. Department of

*1st International Conference on Foreign Language Teaching and Applied Linguistics
May 5-7 2011 Sarajevo*

Education funding. In the public school setting, students with disabilities protected by Section 504 have the right to the aids and services required to meet their educational needs to the same extent as other students.

State Requirements

Section 39.023 of the Education Code (TEC), as it applies through the 2011 school year, mandates that TEA develop and administer criterion-referenced assessments to students enrolled in grades 3–11, including students receiving special education services, students with dyslexia or a related disorder, and students with limited English proficiency. These assessments must be appropriate measures of achievement and must allow students receiving special education services to have necessary and appropriate accommodations.

Administrative rules for the assessment program authorized under the TEC appear in the Administrative Code (TAC). The 19 TAC §101.29 governs the use of accommodations in testing, which are permitted for eligible students unless their use would invalidate the test. Decisions about accommodations need to take into consideration the needs of the student and the accommodations the student routinely receives in classroom instruction and testing.

According to The Individuals with Disabilities Education Act (IDEA) of US law, the term special education means specially designed instruction to meet the unique needs of a child with a disability. It is important to note that under this law;

- Not all struggling learners have a disability.
- A child with a disability who does not need special education services is not eligible for special education. In other words, there should be an educational need sourced by student's disability. Such an example is when a child's low achievement is caused by lack of appropriate instruction or Limited English Proficiency (LEP).

As a result of these legal requirements special education services for all eligible students must start the first day of school. Thus, the list of eligible students must be ready before the first day of instruction. For that a suspect list among newly enrolled students must have been already created and finalized. Also, previously enrolled students that are determined to continue to receive special education services via Annual Review Committee or ARD meetings shall be checked whether they are still enrolled.

ARD (Admission, Review, and Dismissal) Committees and Meetings

ARD committee is the legal body responsible of all decision making and implementation process regarding the special education services that an eligible student is receiving. ARD committee performs this act via ARD committee meetings, which has to meet as a minimum of once a year but also every time when FIE (Full and Individual Evaluation) takes place, as well as anytime there is a change to IEP (Individual Education Program) or BIP (Behavior Intervention Plan) if there is any and on all other occasions relating to educational issues of the eligible student. FIE has to be repeated once every three years minimum as well as speech evaluation in the case of students eligible due to speech impairment. For students that are protected by Section 504 another legal body regulates the educational needs of the student. Usually students that have issues such as ADD (Attention Deficit Disorder), or ADHD (Attention Deficit Hyperactivity Disorder), or dyslexia only that does not require special education service fall under the category of Section 504.

For the purposes of this study this category will not be discussed. ARD committee consists of the special education teacher that is certified, special education coordinator, parent of the student, any paraprofessional such as speech pathologist or other medical personnel that is certified to assess and diagnose the disability of the student, related general education teachers and in some recommended cases the student him/herself.

There are state mandated standard forms to be filled out and submitted online by ARD committees to fulfill the federal requirements. In the example state of Texas, ARD (Admission, Review and Dismissal) and IEP (Individualized Education Program) Report used as the resource and guideline for all related official processes is 20 pages long. The outline of the form is as follows;

Pages 1&2 is about Determination of Eligibility

Pages 3&4 is about Development of IEP

Page 5 is about ARD PLAAFP (Present Levels of Academic Achievement and Functional Performance)

Page 06a&b is about ARD Transition/Graduation/Transfer of Rights

Page 07a&07b is about Supplementary Aids & Services

Page 07d is about Supplementary Aids and Services-Speech

Page 08a is about Standardized Tests (TAKS A/ALT/M for Texas)

Page 08b is about LEP/ELL TELPAS

Page 08c is about TAKS/LEP Exempt/LAT

*1st International Conference on Foreign Language Teaching and Applied Linguistics
May 5-7 2011 Sarajevo*

Page 09 is about Least Restrictive Environment Consideration

Page 10 is about General Education Aids & Services

Page 11 is about Services to be provided

Page 12 is about Schedule of Services

Page 13 is about Placement Determination

Page 14 is Signature Page

Page 15a is about Committee deliberations (minutes) that summarize deliberations made during the course of the ARD meeting. Minutes are not intended to be a script of all conversations or specific comments made during the ARD/IEP process.

Eligibility Categories

There are 13 disability categories in special education:

14. Learning disability
15. Other health impairment
16. Speech impairment
17. Autism
18. Emotional disturbance
19. Orthopedic impairment
20. Auditory impairment
21. Visual impairment
22. Deaf-Blind
23. Mental retardation
24. Developmental delay
25. Traumatic brain injury
26. Non-categorical Early Childhood

6. Learning Disability (LD)

LD is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, perform, or do mathematical calculations.

The term includes such conditions as

- perceptual disabilities,
- brain injury,
- minimal brain dysfunction,
- dyslexia, and
- developmental aphasia.

The term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Learning Disability (LD) Sample ARD Minutes #1

This is an annual ARD for Student X. Members present will be noted on the signature page. Mr. and Mrs. X, the parents, received a copy of procedural safeguards and had no questions at this time. Mr. Y, Special Education Teacher, reviewed existing information data. According to the full and individual evaluation (9/20/03) Student X qualifies for special education services under learning disabled category. Mr. Y reviewed the TAKS results from 2005. Last year Student X took math, reading, and social studies tests and passed. The committee agrees to assign him for TAKS in reading and math this year as well. The most current report card shows that Student X is doing very well in all classes. Behavior Rating Scale completed by classroom teacher indicates that Student X cooperates well and is social. He doesn't have any problem with completing his assignments or adapting to changes. The committee agrees to keep him in general education setting for all areas with content mastery support.

Student X's behavior is appropriate and therefore a behavior intervention plan is not needed at this time.

Assistive Technology, extended school year, special transportation and related services were discussed and not needed at this time because there is no educational need. Based on the feedback from teachers, her current performance in the classroom and full individual evaluation report, an IEP was developed and accepted by ARD committee. Modifications were determined and accepted. The minutes were read and approved. The committee adjourned on agreement.

Learning Disability (LD) Sample ARD Minutes #2

This is an annual ARD for Student X. Members present will be noted on the signature page. Ms. X, the parent, received a copy of procedural safeguards and had no questions at this time. Mr. Y,

*1st International Conference on Foreign Language Teaching and Applied Linguistics
May 5-7 2011 Sarajevo*

Special Education Teacher, reviewed existing information data. According to the full and individual evaluation (2/18/2003) Student X qualifies for special education services under learning disabled category.

Mr. Y reviewed the SDAA results from 2005. Last year Student X met the ARD expectations in both reading and math. On reading, he scored 6th grade III level and on math 7th grade II level. The committee agrees to assign 8th grade math test with level I expectations; 7th grade reading test with level II expectations. Because there is no state alternative assessment in the areas of social studies and science, the committee determined that Student X should take a released TAAS test 8th grade in both social studies with 55% and science 50% expectations.

2004-2005 report card shows that Student X was doing very well in all classes. Behavior Rating Scale completed by classroom teacher indicates that Student X cooperates well and is social. He doesn't have any problem with completing his assignments or adapting to changes. The committee agrees to keep him in general education setting for all areas with content mastery support. Student X's behavior is appropriate and therefore a behavior intervention plan is not needed at this time. Assistive Technology, extended school year, special transportation and related services were discussed and not needed at this time because there is no educational need.

Because Student X will be 14 on 4/3/2006, a transition service needs supplement was discussed and completed by the committee. A REED was completed. Student X is still eligible for special education services under the same category (specific learning disability). Based on the feedback from teachers, her current performance in the classroom and full individual evaluation report, an IEP was developed and accepted by ARD committee. Modifications were determined and accepted. The minutes were read and approved. The committee adjourned on agreement.

Dyslexia

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties such as inaccurate word recognition and poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Dyslexia Screening Sample

Results and Interpretations:

Testing was conducted using standard procedures. Conditions for this testing session were considered to be adequate. Distractions were minimal and insignificant at this time. Rapport was established and maintained adequately for testing. Adequate eye contact was achieved and maintained adequately for testing.

Student X seemed to want to answer all of the questions correctly. He demonstrated appropriate emotion and was motivated to work to the best of his ability. He was exceptionally cooperative throughout the examination and he appeared confident, self-assured, and attentive to the tasks throughout the examination. He responded too quickly to test questions, but generally persisted with difficult tasks.

Student X's height and weight appeared average for his age. His vision and hearing appeared adequate for testing. His speech was intelligible, and his basic interpersonal communication skills were adequate for his age and grade. There was not any unusual habit, mannerism, or verbalization. Student X seemed at ease in the testing situation. Informal observation of Student X during copying and writing activities showed that he doesn't have adequate psychomotor functioning for his age and grade.

Testing was conducted using standard procedures. Conditions for this testing session were considered to be adequate. Distractions were minimal and insignificant at this time. Rapport was established and maintained adequately for testing. Student X's performance on the K-TEA II indicates that, he is not having any significant difficulties in any of the areas that he was being tested. His overall performance, as measured by the K-TEA II, is in the average range. The K-TEA II Test and the informal observations indicate that he doesn't appear to meet specific eligibility for Dyslexia.

Recommendations:

Extra time would be beneficial for student when he is taking his examinations, allow some extra time for proof-reading. Make sure he comprehends what he reads, and he attends to the source of information. Do not criticize when correcting him; be honest yet supportive. Never cause him to feel negatively about himself. Have him write sentences, paragraphs, or a story each day about a favorite subject. Encourage him to use a phonetic approach to spelling the words he uses.

Teach him to use spelling rules to spell words correctly rather than simply memorizing the spelling of words for testing purposes. Point out the subtle differences between letters and numbers that she reverses. Have him scan 5-10 typewritten lines containing only the letters or numbers that are confusing.

Make certain he correctly hears those letters or sound units omitted, substituted, added, or rearranged when spelling words. Have him say the words aloud to determine if he is aware of the letters or sounds in the words. If possible, he should be allowed to have an opportunity to explain any lack of clarity in the writing. Modeling organization and appropriate use of work materials would be very appropriate for him.

7. Other Health Impairment (OHI)

OHI is defined as having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment adversely affecting a child's educational performance, that is due to chronic or acute health problems such as;

- asthma,
- attention deficit disorder (ADD)
- attention deficit hyperactivity disorder (ADHD),
- diabetes,
- epilepsy,
- a heart condition,
- hemophilia,
- lead poisoning,
- leukemia,
- nephritis,
- rheumatic fever,
- sickle cell anemia

Other Health Impairment (OHI) Sample ARD Minutes

This is an annual and review ARD for Student X. Members present will be noted on the signature page. Mrs. X, the parent, had no questions at this time. Existing information data was reviewed. The evaluation report from 9/20/2005 indicates that he qualifies for special education services under Other Health Impairment category. His Report and Progress cards show that Student X was doing well in all classes. Behavior Rating Scale completed by classroom teacher indicates that Student X adapts adequately and is social. He doesn't have any problem with completing his assignments or adapting to changes. He may need help with extra-curricular activities and writing because of delay in his motor skills.

Student X will take TAKS in the areas of Reading and Math. However, TAKS-M Writing (TAKS Modified) will be given to him. The committee agrees to keep him in general education setting for all areas. Student X's behavior is appropriate and therefore a behavior intervention plan is not needed at this time. Assistive Technology, extended school year, special transportation and related services were discussed and not needed at this time because there is no educational need. Modifications were discussed. His assignments should be broken into small parts and extra time should be provided for writing. The committee adjourned on agreement.

8. Speech Impairment (SI)

SI (A speech or language impairment) is a communication disorder such as

- stuttering,
- impaired articulation,
- a language impairment, or
- a voice impairment that adversely affects a student's educational performance.

Students eligible for Speech Impairment (SI) usually receive speech therapy from a certified speech therapist (audiologist) or speech pathologist at certain times.

Speech Impairment (SI) Sample ARD Minutes #1

This is an annual and review ARD for Student 1. Members present will be noted on the signature page. Mr. X, the parent, had no questions at this time. Existing information data was reviewed. The speech/language evaluation report from 03/03/2006 indicates that she qualifies for

special education services under speech impairment category. However, dismissing her from Special Education service was discussed. Based on the feedback from speech therapist, the committee may meet later for dismissal.

Her Report and Progress cards show that Student1 was doing very well in all classes. Behavior Rating Scale completed by classroom teacher indicates that Student1 cooperates well and is social. She doesn't have any problem with completing her assignments or adapting to changes. The committee agrees to keep her in general education setting for all areas with content mastery support. But, she will be pulled out for speech therapy 60 mins per 6 weeks.

Student1's behavior is appropriate and therefore a behavior intervention plan is not needed at this time.

Assistive Technology, extended school year, special transportation and related services were discussed and not needed at this time because there is no educational need.

Based on the feedback from teachers, her current performance in the classroom and full individual evaluation report, an IEP was developed and accepted by ARD committee. Modifications were discussed. The committee adjourned on agreement.

Speech Impairment (SI) Sample ARD Minutes #2 (Combined case, SI with LD)

This is an annual and review ARD for Student X. Members present will be noted on the signature page. Ms. X, the parent, received a copy of procedural safeguards and had no questions at this time. Mr. Y, Special Education Teacher, reviewed existing information data. The full and individual evaluation report from 5/9/2002 indicates that she qualifies for special education services under specific learning disabilities and speech impairment. The committee reviewed the following data:

- LD Classroom Observation
- Sociological data from parent
- Health information
- Screening for adaptive and assistive technology
- Current progress report and report card
- Current classroom based assessment and observation
- State assessment reports
- Sample work from different classes
-

The committee concluded that Student X still qualifies for special education services and no additional testing is needed at this time. A Review of Existing Evaluation Data report was completed and signed by the committee members. Also a specific learning disability report was completed. The committee then reviewed spring 2005 TAKS reading results. Student X passed the reading test. She took SDAA in math and writing and met the ARD expectations as well. She will take TAKS reading, social studies and science; SDAA math this year. Student X is currently making progress in her IEP and passing all courses she is taking. She will be in high school next year. A graduation plan was completed.

There is no concern in Student X's behavior and therefore a behavior intervention plan is not needed at this time. The committee discussed the need for Assistive Technology, extended school year, special transportation and related services and agreed that there is no need at this time. Based on the feedback from teachers, her current performance in the classroom and full individual evaluation report, an IEP was developed and accepted by ARD committee. Modifications were determined and accepted. The minutes were read and approved. The committee adjourned on agreement.

9. Autism (AU)

A child may be considered to be a child with autism if the child has a developmental disability significantly affecting:

- Verbal communication;
- Nonverbal communication; and
- Social interaction;

Other characteristics often associated with autism are

- engagement in repetitive activities and stereotyped movements
- resistance to environmental change or change in daily routines
- unusual responses to sensory experiences

Autism is generally evident before age 3. The most accurate statement regarding the cause of autism is in most cases a specific cause cannot be confirmed.

10. Emotional or Behavioral Disorders (ED)

Emotional or behavioral disorder is a condition in which one or more of the following characteristics are exhibited for a long period of time and to a marked degree that adversely affects a student's educational performance. Such disabilities are;

*1st International Conference on Foreign Language Teaching and Applied Linguistics
May 5-7 2011 Sarajevo*

- An inability to learn that which cannot be explained by intellectual, sensory or other health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate type of behavior or feeling under normal circumstances.
- A tendency to develop physical symptoms or fears associated with personal or school problems.
- Schizophrenia is also included as part of the definition.

Confidentiality

Written or oral information about student with disabilities is shared only with other school personnel who have an explicit need to know. Information about one student is not shared with another student or parent under any circumstances. Only necessary information will be shared with those who have an "educational interest" in the student. Information should not be obtained from a parent or other person based on a promise that the information so obtained will not be shared with other appropriate personnel. Discussions concerning confidential information are to take place in secured locations, not in hallways, stairwells, staff lounges or parking lots, on the playground, or elsewhere where others may overhear. Page covers shall be used when transferring related documents

Documentation

Confidential written documentation or notes of oral confidential communications should be stored in secure locations, and when in use, should be shielded from the view of others approaching the desk, and should not be left on a desk at all when the staff member has occasion to leave the desk. A sample SPED folder should consist of the following documents;

Page 1

Access sheet
Communication Records

Page 2

Notices
Receipt of Explanation-
Procedural Safeguards
Consents for initial and Reevaluation
Transfer Agreement Form

Page 3

Current ARD/IEP, BIP
(placement)

Page 4

Current Assessment
Data
FIE

Page 5

Only for students who have been enrolled for more than one year.
Past ARDs and FIEs (been out of date recently)

Page 6

Only for students who have been in the school more than 2 years
Take page 5 at the end of year 5 and place it here

Personnel comments are never to be inserted on documents in student folders

Communication

Teachers are supposed to forward any information that is received from the parent of a student with disability to special education coordinator immediately. During referral process, parents may give the required written notice of referral to classroom teachers or let them know in written via mail, fax, or email. It is also teacher's responsibility to forward this information to special education coordinator at school so that proper actions are taken.

Modifications/Accommodations

One of the most important concepts in special education is implementation of required modifications. Classroom teachers of a student with disabilities will be given modifications at the beginning of the school year. These modifications should be applied properly by classroom teachers. Most students with disabilities can achieve grade-level academic content standards when they receive

- instruction from teachers who are highly qualified to teach in the content areas addressed by state standards and know how to differentiate instruction for diverse learners;
- specialized instruction within the framework of an IEP; and
- appropriate accommodations to help them access grade-level content.

Accommodations may be used to enhance the way instruction or materials are presented to a student or to provide different ways for a student to respond to instruction or materials without changing the content being addressed. The decision to use a specific accommodation with a student should ensure the following:

- The accommodation addresses the individual student's needs.
- The accommodation is used routinely in classroom instruction and testing.
- The accommodation is documented in the student's IEP or in accordance with district policies and procedures.
- The accommodation is effective and appropriate as evidenced by grades and observations.
- The rigor of the grade-level curriculum is maintained.
- The accommodation is allowed or approved if used on a state assessment.

Adjustment on Grading

In most cases, student with disabilities can be overwhelmed by coursework. Therefore, grading policy needs to be adjusted for students with disabilities.

Parties that Need Accommodation Information

- Regional Level Education service center staff
- District Level Superintendents
- Testing coordinators
- Curriculum directors
- Special education administrators
- Bilingual/English as a second language (ESL) coordinators
- Campus Level Principals and other administrators
- Testing coordinators
- Test administrators
- Educational diagnosticians
- Licensed specialists in School Psychology
- Counselors
- Teachers
- Special education staff
- Bilingual/ESL staff
- Parents

Discipline

As a general rule, the consequences written in student handbook apply to all students, including children with disabilities. However, there are special rules and limitations that may apply to a child with a disability. These rules are determined by ARD committee and written in student's IEP documents.

Students with disabilities are treated like all other children until the end of the tenth day of suspension. Students with disabilities can be suspended for more than 10 days but are entitled to receive FAPE on the 11th day. For suspensions beyond 10 school days, the student's IEP team must determine the need to conduct a FBA and develop a BIP or document the need for the decision if a FBA will not be conducted. Suspension of a student with disabilities for more than 10 school days in a school year constitutes a "change of placement." An IEP meeting must be convened within 10 school days after a "change of placement" occurs to conduct a manifestation determination. Within 10 days, following tasks have to be completed;

- Notifying Parents
- Providing Procedural Safeguards Notice
- Conducting Manifestation Determination
- Providing FAPE

If the IEP team determines the behavior was not a manifestation of the student's disability, the student may be subjected to the same disciplinary action as a regular education student, but the student remains entitled to FAPE.

If the IEP team determines the behavior is a manifestation of the student's disability, the student may not be suspended.

Conclusions and Recommendations

US Kindergarten thru 12 Public School System is among the largest public school systems in the world with the most number of foreign students incorporated into the system each year. US public school system is a very dynamic system that is updated regularly with the latest findings in research done in many Colleges of Education throughout the country. Postgraduate research done in Educational Sciences in US is amongst the leaders of the world in terms of quality and quantity. Thus, it would be very reasonable to evaluate and try to adapt parts of this system as needed. Unlike systems of other sciences, which would need the appropriate infrastructure to adapt, educational systems are relatively easier to adapt due to little physical infrastructure involved. However, one cannot underestimate the human factor that is the readiness of the society, thus it would be a safe bet to say that adapting portions of such a system would be easier for smaller school systems.

References

Texas Education Agency Student Assessment Division (2008), LPAC Decision-Making Process Procedural Manual, pp. 14-16, 24, 32-35, 42, 49-50, 77.

Texas Education Agency Student Assessment Division (2009), Standardized Test Accommodations Manual for Students Including General Education Students, Students Receiving Special Education Services, Students with 504 Plans, English Language Learners, pp. 14-15, 48-52, 61.

Division of Policy Coordination (2007), 19 TAC Chapter 89, Subchapter BB, Chapter 89. Adaptations for Special Populations, Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students, pp. 2, 7.

Guidelines for Identification Process of Prospective LEP (Limited English Proficient) Students (2009), Harmony Science Academy ESL&SPED Services, pp. 2, 5.

The English Language Proficiency Standards (ELPS) (2009), 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, English language proficiency level descriptors and student expectations for English language learners (ELLs)

TELPAS (Texas English Language Proficiency Assessment System) Rater Manual Grades K–12 Texas, pp. 4, 38-42, 55-56.

A Student's Guide to the IEP by the National Dissemination Center for Children with Disabilities (2005), <http://nichcy.org/pubs/stuguide/st1book.htm>

Scheiber, B., Talpers, J. (1985), *Campus Access for Learning Disabled Students: A Comprehensive Guide*. Pittsburgh: Association for Children and Adults with Learning Disabilities