

Special Education Services

Preschool Program for Children with Disabilities (PPCD): early intervention program for students with disabilities ages 3-5.

Inclusion: general education instruction with special education support delivered within the regular education classroom.

Resource: specialized instruction in smaller classes and/or related services delivery designed to help a student master content and gain skills by focusing on his/her current academic functioning level.

Integrated Learning Centers(ILC): specialized instruction in smaller classes with significant emphasis in the areas of vocational, self-care, domestic, recreation leisure, functional academics, and generalization of these skills in the natural environment.

Vocational Adjustment Class: specialized job-related instruction as well as supported employment.

Supported Employment: specialized instruction/integration into community settings and activities designed to assure the successful transition of students 18 and above into adult life.

Speech Therapy: direct, indirect inclusionary or consultative therapy for students with identified speech and language disabilities.

Hospital/Homebound: special services delivered to students at home or in the hospital for a specific period of time as prescribed by a physician.

Residential Care and Treatment Facility: This instructional arrangement/setting is for providing special education and related services to eligible students with disabilities who reside in care and treatment facilities.

Related Services...

Are those services necessary to enable eligible students to benefit from their special education program and may include:

- Counseling
- Occupational Therapy
- Physical Therapy
- Assistive Technology
- Special Transportation
- School Health Services
- Orientation and Mobility Training
- Personal Care Services

In addition to the Special Education programs and services described in this brochure, Special Education students have access to all programs included but are not limited to any and all state assessment remediation classes and programs, including Extended School Year (ESY). Extended School Year (ESY) is the individualized instructional programs beyond the regular school year for students who are enrolled in a special education program. ESY is provided to students exhibiting severe or substantial regression that cannot be recouped within a reasonable time period (not to exceed 8 weeks) in one or more of the critical skills addressed in the current IEP objectives.

For more information contact:

**Fayette Gonzales Special
Services Coop
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The Fayette-Gonzales Special Services Coop does not discriminate on the basis of sex, race, age, religion, natural origin or disability in educational programs, activities or employment.

Fayette Gonzales Special Services Coop



**The work of the
Special Education
Services Department
is conducted with
care, integrity,
fairness, patience,
and respect for
everyone.**

**Dedicated to
Individualized Student
Success**

**Serving: Schulenburg,
Flatonia, Waelder ISD**

**Tel: 979-743-4778
Fax: 979-743-3458**

Mission Statement

The mission of the Fayette Gonzales Special Services Coop is to provide a comprehensive system of support to students with disabilities and their families to enable them to participate in school and in society to the fullest extent possible. This commitment is exemplified in the Special Education programs and services of the district where a caring environment invites the collaboration of parents, staff and community agencies in providing full educational opportunities to students with disabilities.

The Fayette-Gonzales Special Services Coop is dedicated to serving students in a natural, beneficial, supportive and inclusionary setting to the extent appropriate for each individual student.

Referral Process:

Students and parents access Special Education programs and services through a referral process that can be initiated by the parent or the school. Following a referral, a full individual evaluation is conducted.

Full Individual Evaluation (FIE):

The purpose of the FIE is to determine educational need due to an existing physical, mental or emotional disability. Assessments aimed at targeting any educational concerns are performed by professionals with specialized training in each area of recognized disability.

Special Education serves students with specific educational needs as identified through the described referral and evaluation process governed by federal, state, and local laws and regulations.

Eligible students are determined to have one or more of the following disabilities:

- **Learning Disability**
- **Speech Impairment**
- **Orthopedic Impairment**
- **Other Health Impairment**
- **Intellectual Disability**
- **Autism**
- **Emotional Disturbance**
- **Auditory Impairment**
- **Visual Impairment**
- **Traumatic Brain Injury**
- **Noncategorical Early Childhood**
- **Deaf Blind**
- **Multiple Disabilities**

Services for eligible students begin on their 3rd birthday and continue for eligible students who have not reached their 22nd birthday by September 1st of the current school year. Services for children from birth to age 2 with auditory or visual impairments are provided in collaboration with the Texas Early Intervention (ECI) Program.

Special Education...

Is specifically designed instruction to meet the unique needs of a student with a disability.

Special Education Services:

The type and amount of services a student receives are outlined in the student's **Individual Education Plan (IEP)**. The IEP is developed by an **Admissions, Review and Dismissal (ARD) Committee** which includes parents, agency representatives and school personnel. The ARD committee reviews the Full Individual Evaluation and determines placement as well as related services necessary for the eligible student to receive a **Free Appropriate Public Education (FAPE)**. The ARD committee is responsible for assuring that the identified student is educated in the **Least Restrictive Environment (LRE)** and spends the maximum amount of time individually appropriate with his/her non-disabled peers. Each Special Education student's IEP is reviewed and updated annually by the ARD committee. The full individual evaluation is obtained every three years to determine progress as well as continued eligibility.