FORT BEND INDEPENDENT SCHOOL DISTRICT

2018-19

Special Education Administrative Procedures

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Table of Contents

Section 1- Referrals and Evaluations.....1000

Section 2 – Disabilties.....2000

Section 3 – Related and Instructional Services.....3000

Section 4 – IEP.....4000

Section 5 – Instructional Service Delivery Models.....5000

Section 6 – Instructional Arrangement Settings..... 6000

Section 7 – Discipline.....7000

Section 8 – Other Special Education Procedures.....8000

Section 1

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The Fort Bend Independent School District, an Equal Opportunity Educational Provider and Employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age, military status, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions. Additionally, the District does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a com plaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities. Policies DAA, DIA

I – Referrals & Evaluations

Table of Contents

TABLE OF CONTENTS **1000**

DISCLAIMER **1003**

PRIOR TO AN INITIAL REFERRAL TO SPECIAL EDUCATION **1003**

General Education Responsibilities *1003*
Membership of the Student Support (SST) Team *1004*
Process for Students Exhibiting Communication Issues *1004*
Process for Students Exhibiting Visual and/or Auditory problems *1004*
Process for Students who are Exhibiting Behavior Problems *1004*
OSEP Clarification (Letter to Ferrara) *1004*

INITIAL REFERRAL **1006**

Procedures for Referring a Student Not Yet Identified as Receiving Special Education Services for a Full Individual and Initial Evaluation (FIE) *1007*

RE-EVALUATION **1009**

Overall Principles *1009*
Procedures for Re-Evaluation When No New Eligibility is Suspected *1009*
Procedures for Campus Re-Evaluations *1009*
Procedures for Re-Evaluation for SI only when a second eligibility is suspected (this includes when Dyslexia is the second suspected condition) *1010*
Procedures for Re-Evaluation when multiple changes in eligibility are suspected *1010*
Procedures for Re-Evaluation when the Special Education Student is a Transfer from another district *1011*
Procedures for Re-Evaluation when the Special Education Student is a Transfer from another State *1012*
Re-Evaluations that Result in a DNQ *1013*
Re-Evaluation Utilizing the REED Process (continuing eligibility) *1014*
ASSISTIVE TECHNOLOGY 1015
Level One – No Tech/Low Tech Recommendations *1016*
Level Two - Mid Tech Recommendations *1016*
Level Three – High Tech Recommendations *1017*
Evaluation Process for Level Three Assistive Technology Equipment/Devices *1017*
AUDITORY IMPAIRMENTS 1019
Initial Referrals *1019*
Otological (Part A) Evaluation *1019*
Audiological (Part B) Evaluation *1019*
Use of Fort Bend ISD Medical Consultants for Otolaryngologist or Audiologists *1019*
Use of RDSPD Audiologist and RDSPD Medical Consultant for Otolaryngologist Evaluation *1019*
Transportation to the Audiologist or Otolaryngologist *1019*
Communication Language (Part C) Evaluation *1020*
Brazoria-Fort Bend Regional Day School Program for the Deaf (RDSPD) Referral For AI *1020*
Re-Evaluation Recommendations for AI *1020*
Procedures to follow if a student refuses to wear amplification/listening device or the student is not wearing a listening device *1021*
Assistive Listening Device (ALD) *1022*
Frequently Asked Questions *1022*
EARLY CHILDHOOD INTERVENTION (ECI) 1026
Contact Information for local ECI Agencies *1027*
DYSLEXIA (UPDATED DUE TO TEA CORRECTIVE ACTION PLAN GUIDANCE) 1028
Evaluation Procedures *1029*
Academic Skills *1029*
Academic Skills to be tested: *1029*
Cognitive Processes *1029*

Procedures for Identification (Interim Procedures until TEA provides additional guidance) *1030*
Parent denies a Full Individual Evaluation under Special Education/IDEA *1031*
When a Parent Requests a Dyslexia Evaluation *1031*
- *The Educational Diagnostician/LSSP will notify through email to the CCC/Counselor that the parent has denied a Full and Individual Evaluation, and the parent can obtain a dyslexia evaluation through 504.* *1032*

Students Who Have A Pending 504 Dyslexia Evaluation from 201-2018 school year *1032*
Frequently Asked Questions *1033*
LIMITED ENGLISH PROFICIENT (LEP) – CULTURALLY AND LINGUISTICALLY DIVERSE (CLD) STUDENTS FOR SPECIFIC LEARNING DISABILITY, INTELLECTUAL DISABILITY, AND OTHER HEALTH IMPAIRMENT 1035
Goal of the Evaluation Process *1035*
Definitions *1035*
Full Individual and Initial Evaluation *1036*
Determination of Eligibility *1036*
Special Rule for Eligibility Determination *1036*
Evaluation of Specific Learning Disability, Intellectual Disability, and Other Health Impairment *1037*
Procedures for CLD Evaluations *1037*
Spanish Re-evaluation *1037*
Procedures for Evaluations Conducted Using Alternate Forms of Communication *1038*
LIMITED ENGLISH PROFICIENT (LEP) – CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS SPEECH EVALUATION PROCESS 1038
Goal of the Evaluation Process *1038*
Definitions *1038*
Full Individual Initial Evaluation *1039*
Determination of eligibility *1039*
Language of Evaluation *1040*
Procedures for CLD Evaluations *1040*
Guidelines for Determining Eligibility *1042*
Language Proficiency (Speech-only Referrals) *1042*
PRESCHOOL PROGRAM FOR CHILDREN WITH DISABILITIES (PPCD) 1043
3 is 3/Early Childhood Intervention (ECI) *1043*
ECI Transition Meetings *1044*
Referrals (not from ECI) ages 3-5 ..... *1045*
Early Childhood Screening Results *1046*
Additional Information - Head Start Agencies *1046*

WRITTEN EVALUATION REPORTS 1047

Multidisciplinary Team *1047*
Observation *1047*
Written Report *1047*

INDEPENDENT EDUCATIONAL EVALUATION (INDIVIDUAL EDUCATIONAL EVALUATION (IEE) 1048

Right to an Independent Evaluation *1048*
Number of IEEs *1048*
Criteria under Which Evaluation Must Be Obtained *1048*
Condition of Payment *1048*
Reasonable Cost Criteria *1048*
Location of the Examiner *1049*
Conditions for Waiver of Cost/Location Criteria *1049*
Certifications and Licenses *1049*
Conflict of Interest *1049*
Steps for Making a Request for an IEE *1049*
Selection of Examiner *1050*
Parent-Initiated IEEs *1050*
Evaluation *1050*
Teacher Reports *1050*
Written Reports/Content *1050*

Timeline *1050*
Content of Report *1050*
Form of Report *1051*
Signatures on Report *1051*
Consideration of Parent-Initiated IEEs *1051*

ARD MEETINGS TO REVIEW EVALUATIONS **1052**

Scheduling ARD Meeting *1052*
Timeline for ARD Meeting *1052*

I – Referrals & Evaluations

DISCLAIMER

Fort Bend Independent School District ("FBISD" or the "District") is subject to the rules and regulations contained in all Governing Documents. Governing Documents shall include federal and state law, Board policy (including the Student Code of Conduct), and this Special Education Administrative Procedures. In the event of any inconsistencies or conflict between the Governing Documents, the following order of precedence shall apply:

- Federal law
- State law
- Board policy (including the Student Code of Conduct)
- Special Education Administrative Procedures

The District reserves the right to modify provisions of the Special Education Administrative Procedures at any time when it deems necessary. While the Administrative Procedures may be adopted and revised throughout the year, the Special Education Administrative Procedures, including any updates thereto, is published on a yearly basis. Further, although these Procedures may refer to rights established through law or District policy, the Procedures do not create any additional rights for students and parents.

PRIOR TO AN INITIAL REFERRAL TO SPECIAL EDUCATION

34 CFR § 300.226, Early intervening services; TAC §89.1011(a), Full and Individual Initial Evaluation; TEC § Sec. 29.08, Compensatory, Intensive, and Accelerated Instruction.

"Prior to a referral [to special education], students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial, compensatory; response to evidence -based intervention; and other academic or behavior support services." If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full individual and initial evaluation. This referral for a full individual and initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. Fort Bend ISD utilizes the Student Support Team (SST) to consider all early intervening services provided, all evidence-based reading or other programs used, and any support services available to all students prior to referral for special education evaluation. The SST Team documents interventions prior to the referral for special education evaluation.

General Education Responsibilities

Fort Bend ISD utilizes a Three Tiered Response to Intervention (RtI) process, referred to as Responsive Instruction. When a student is having difficulty in the general education environment, this process is implemented in order to address the student's specific needs. The needs include academic, behavioral, emotional, speech, or social difficulties.

Membership of the Student Support (SST) Team
Local campus administrator determines membership based on district guidelines. It is appropriate that special education personnel participate in the SST process, but should not be assigned primary responsibility for the SST team process (i.e., SST Chairperson).

Process for Students Exhibiting Communication Issues
The SST Team may request a Screening for a student not identified as receiving special education services who is exhibiting concerns with Communication. There are three possible outcomes as a result of the screening. First, the team may recommend additional interventions. Second, no interventions may be recommended. Third, the team may recommend a special education evaluation (Refer to Initial Referral procedures in the Special Education Administrative Procedures).

Process for Students Exhibiting Visual and/or Auditory problems
On occasion, the SST Team may consult with an evaluation staff member (SLP/Diag/LSSP) for a student not identified as receiving special education services who is exhibiting visual or auditory deficits. If there is a suspected visual and/or auditory impairment the evaluation staff member will contact a Teacher of the Visually Impaired or the Regional Day School Program for the Deaf (RDSPD) Coordinator to consult on the student's needs (information regarding the RDSPD located in AI section).

Process for Students who are Exhibiting Behavior Problems
Fort Bend ISD has a variety of interventions for students not identified as receiving special education services who are exhibiting behavior problems. Campuses should consult the campus Responsive Instruction Liaison for assistance with the SST process. The campus based LSSP may be consulted as part of the Tier 3 intervention process. LSSPs serve as consultants to the intervention process and do not provide direct interventions to students not identified as having special education services.

OSEP Clarification (Letter to Ferrara)
An RTI process cannot be used to delay or deny the full and individual evaluation of a child suspected of having a disability under 34 CFR §300.8, whether the disability is suspected by school personnel or the child's parent. Nothing in Texas Education Code section 89.1011 prohibits school personnel or the child's parent from referring a child suspected of having a disability for an initial evaluation prior to completion of the RTI process.

Additionally, whether or not the local educational agency (LEA) is implementing an RTI process, if a parent requests such an evaluation and the LEA does not suspect the child has a disability and therefore believes that an evaluation is not necessary, it must provide the parent with prior written notice under 34 CFR § 300.503 that it is refusing the parent's proposal of a full and individual evaluation. Under 34 CFR § 503(b), the written notice must include, among other things, an explanation of why the LEA refuses to conduct an initial evaluation and the information used as the basis to make that decision.

The implementation of an RTI process is not a reason to fail to respond to a parent's request for an initial evaluation. The LEA must either: (1) provide notice consistent with 34 CFR §§ 300.503-.504 and

obtain informed, written consent consistent with34 CFR § 300.9 before conducting the evaluation pursuant to 34 CFR § 300(a)(1); or (2) provide notice under 34 CFR § 300.504 that the LEA is refusing to conduct the evaluation. It would be inconsistent with the evaluation provisions for an LEA to wait until the completion of RTI activities before responding to the parent's request for an initial evaluation in one of those two ways.

I – Referrals & Evaluations

INITIAL REFERRAL

34 CFR §300.301, Initial Evaluations; TEC §29.004 Full and Individual Initial Evaluation

** The 83rd Legislature changed the initial timelines for special education evaluations. Effective September 1, 2013, the timeline from the date of signed parental consent is 45 School Days. Additional information and special circumstances appear below:

- For purposes of these timelines, "School Day" does not include a day that falls after the last instructional day of the spring school term and before the first instructional day of the subsequent fall school term. The commissioner by rule may determine days during which year-round schools are recessed that are not considered school days for purposes of these timelines.
- If a student is absent from school during that 45 School-Day period for three or more days, that period must be extended by the number of School Days equal to the number of School Days during that period that the student was absent.
- For students under five years of age by September 1 of the school year who are not enrolled in public school and for students enrolled in a private or home school setting, the student's initial special education evaluation must be completed no later than the 45th School Day following the date on which the school district receives written consent for the evaluation, signed by a student's parent or legal guardian.
- If a school district receives written consent signed by a student's parent or legal guardian for a full individual and initial evaluation of a student at least 35 but fewer than 45 School Days before the last instructional day of the school year, the evaluation must be completed and the written report of the evaluation must be provided to the parent or legal guardian no later than June 30 of that year. The student's admission, review, and dismissal committee shall meet no later than the 15th School Day of the following school year to consider the evaluation.
- If a school district receives written consent signed by a student's parent or legal guardian less than 35 School Days before the last instructional day of the school year or if the district receives the written consent at least 35 but fewer than 45 School Days before the last instructional day of the school year but the student is absent from school during that period for three or more days, a written report of a full individual and initial evaluation shall be completed no later than the 45th school day following the date on which the school district receives written consent for the evaluation, signed by the student's parent or legal guardian, except that the timeframe can be extended by the number of school days equal to the number of school days during that period that the student was absent.
- *Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.*

I – Referrals & Evaluations

Procedures for Referring a Student Not Yet Identified as Receiving Special Education Services for a Full Individual and Initial Evaluation (FIE)

1. The SST will collect the necessary documentation needed from the SST checklist (in previous years the RTI team has been referred to as the Intervention Assistance Team (IAT) or Intervention Support Team (IST).
2. The SST chair will review and ensure all proper documentation is in the referral folder. The campus administrator must sign the Referral for FIE form indicating documentation is included within the referral packet. The Referral for FIE form can be found in the Appendix for Section 1 or within the Responsive Instruction Handbook Appendix. If the documentation required in the Referral for FIE form is not available to send with the referral packet, the campus administrator should contact the Program Manager for Evaluation & Related Services for guidance in lieu of delaying the referral process.
3. After the campus signs off on the Referral for FIE form, the SST chair will submit the completed referral packet to the appropriate campus evaluation staff (diagnostician/LSSP/SLP) based on the type of referral (Diag/LSSP if the referral includes academic and/or behavior concerns, campus SLP if the referral only involves speech and language).
4. The appropriate campus evaluation staff member will obtain consent from the parent and send the completed referral packet to the Program Manager of Evaluation & Related Services. Prior to sending off the packet, the campus evaluation staff member will upload the signed consent form into Success Ed and put the original in the referral folder.
5. The Program Manager of Evaluation will assign the folder to the initial evaluation team for completion. Once the folder has been received by the initial team member(s), they will email the campus contacts listed on the checklist to schedule the Full Individual and Initial Evaluation (FIE).
6. Once the FIE is completed in Success Ed, the evaluator will email the Program Manager of Evaluation.
7. The evaluation will be submitted to the review team.
8. If the review team is in agreement per the evaluation rubric, the evaluator will lock the evaluation in Success Ed indicating it is final and complete.
9. If the review team is not in agreement with the findings, the evaluator will receive the evaluation rubric from the review team with the specific clarifications/edits needed.
10. When the edits are completed, the evaluator will email the Program Manager of Evaluation so the edits can be reviewed.
11. Once the evaluation is locked, the initial team evaluator will notify the campus evaluation specialist staff to set up a staffing and ARD.
12. The initial evaluation team evaluator will staff with appropriate campus personnel to review the assessment results.
13. It is the initial team evaluator's responsibility to review the FIE with the parent prior to the ARD. If the parent is unavailable to review the FIE prior to the ARD, the Initial Evaluator must notify the campus and plan to be present prior to the ARD meeting to review the FIE results with parent.

*If the evaluation renders a DNQ, the evaluator must attend the school staffing to explain the DNQ and offer specific information regarding recommended interventions and support.

**If the evaluation renders an eligibility of AU, ED, or OHI for ADHD, the LSSP must attend the school staffing. It is the responsibility of the initial team evaluator to complete the draft AU supplement, Behavior Intervention Plan, and Behavior/Social goals and objectives for the ARD if recommended.

*** If additional forms need to be generated or faxed, such as a physician form or consent to release information, the evaluator conducting the evaluation will complete this task.

RE-EVALUATION

***34 CFR §300.301-300.306, 300.122; TAC § 89.1040, Eligibility Criteria*.**

Overall Principles
Every evaluation after the initial evaluation is considered a re-evaluation.

Note: If the student transfers from outside the state of Texas and there is a need to conduct an Evaluation because the out of state evaluation is not appropriate and/or the eligibility condition does not match TEA's eligibility condition, then the new evaluation is considered an Initial Evaluation following the 45 school day initial timeline.

Procedures for Re-Evaluation When No New Eligibility is Suspected

1. As part of the planning process for a re-evaluation, a SCORE meeting (scope of re-evaluation and evaluation planning meeting) must be held to determine the scope of the re-evaluation.
2. The campus-based evaluator is responsible for the SCORE meeting (Diagnostician, LSSP, or SLP). The SCORE meeting can be held in a variety of different ways including face to face, phone call, or email. This meeting is not an ARD meeting unless requested by parent. This meeting must include input from the campus evaluation specialists, teachers, parents, and other staff members as appropriate.
3. The SCORE Meeting should be held at least 90 days prior to the 3 year re-evaluation due date.
4. If any formal testing is deemed necessary based on the SCORE documents, parental consent will be obtained and all components of the FIE template will be completed formally and/or informally. A FIE will be completed; compiling current and previous evaluation data into one comprehensive report.
5. The date of the report is the date it is completed. The eligibility report (if applicable) should have the same date. This date becomes the new FIE date.
6. The only addendum reports that will be used are for related services (to add or dismiss). FIE addendums can also be used to make corrections or clarifications to the locked reports.

Procedures for Campus Re-Evaluations
(Campus evaluation specialist is not initially suspecting a different eligibility condition)

1. If while completing a re-evaluation at the campus level, the data indicates the need to evaluate a different eligibility condition (e.g., LD to ID; LD to OHI for ADHD, etc.) the campus evaluation specialist will evaluate for the suspected area of disability.
2. Upon completion of the evaluation in Success Ed, the campus evaluation specialist will email the Program Manager for Evaluation, that the findings in the FIE yielded a different disability condition.
3. The FIE will be submitted to the review team for review.
4. If the review team is in agreement with the findings per the rubric, the evaluation specialist will lock the FIE.
5. If the review team is not in agreement with the findings, the evaluator will receive a rubric from the review team with the specific clarifications/edits needed.

6. When the edits are completed, the evaluator will email the Program Manager so the edits can be reviewed.
7. Once the evaluation is given the OK to lock the FIE, the campus evaluation specialist will lock the FIE and will staff with the parent and campus and schedule the ARD.
8. Once the evaluation is locked, the campus evaluation specialist will staff with the parent and campus and schedule the ARD.

Procedures for Re-Evaluation for SI only when a second eligibility is suspected (this includes when Dyslexia is the second suspected condition)

(Ex: student who is SI only and there is suspicion of a second eligibility)

1. The SLP, as the case manager, will collect all the necessary documentation needed from the Referral for FIE form (This is the same form used during the SST team referral process) and complete the SCORE meeting to determine needed evaluations. The SLP will consult with the Campus Based Evaluator.
2. The SLP will obtain consent from the parent.
3. After consent is obtained, the SLP will upload any signed documents by the parent including consent to Success Ed. The SLP will notify the Lead SLP that there is a referral and submit the appropriate information to the Lead SLP through email so the evaluation can be tracked. Please note that if Dyslexia is suspected the Diagnostician or LSSP will conduct the evaluation. The Reading Specialist may be consulted but does not conduct the Dyslexia evaluation as the Re-Evaluation will include the appropriate tests to determine if the student has Dyslexia.
4. Once consent is obtained, the campus evaluation staff will conduct the evaluation. When the evaluation is completed in Success Ed, the SLP will email the Lead SLP and Program Manager of Evaluation.
5. The FIE will be submitted to the review team for review.
6. If the review team is in agreement with the findings per the rubric, the evaluation specialist will lock the FIE.
7. If the review team is not in agreement with the findings, the evaluator will receive a rubric from the review team with the specific clarifications/edits needed.
8. When the edits are completed, the evaluator will email the Lead SLP and Program Manager so the edits can be reviewed.
9. Once the evaluation is given the approval to lock the FIE, the campus evaluation specialist will lock the FIE and will staff with the parent and campus and schedule the ARD.
   Once the evaluation is locked, the campus evaluation specialist will staff with the parent and campus and schedule the ARD.

Procedures for Re-Evaluation when multiple changes in eligibility are suspected

(Ex: student who has had multiple changes in eligibility categories)

1. The campus evaluation specialist will collect all the necessary documentation needed from the Referral for FIE form (This is the same form used during the SST team referral process) and SCORE documentation.

2. The campus evaluation specialist will obtain consent from the parent and upload all signed documents by the parent into Success Ed.
3. Once the evaluation is completed in Success Ed, the evaluator will email the Program Manager.
4. The evaluation will be submitted to the review team.
5. If the review team is in agreement per the rubric, the evaluator will lock the evaluation.
6. If the review team is not in agreement with the findings, the evaluator will receive a rubric from the review team with the specific clarifications/edits needed.
7. Once the edits are complete, the evaluator will email the Program Manager so the edits can be reviewed.
8. Once the evaluation is given the approval to lock the FIE, the campus evaluation specialist will lock the FIE and will staff with the parent and campus and schedule the ARD.
9. Once the evaluation is locked, the evaluator will set up a staffing and ARD.
10. It is the evaluator's responsibility to review the FIE with the parent prior to the ARD.

Procedures for Re-Evaluation when the Special Education Student is a Transfer from another district
NOTE: An evaluation from another school district within the state of Texas is acceptable if the evaluation is current and appropriate. If the current evaluation is not accepted by FBISD and a re-evaluation is needed, FBISD has 30 school days from the date of verification to complete the re-evaluation and conduct the annual ARD 89.1050 (i)(1).

1. Within the first five days of enrollment, a Transfer ARD must be held. The campus evaluation specialist, Campus Compliance Coordinator (CCC), ARD Facilitator, and Special Education Department Head may conduct the Transfer ARD.
2. If the evaluation is not received at the campus after ten calendar days from the date of enrollment, the campus evaluation specialist will initiate the process for the Re-evaluation to be conducted by the campus staff and the campus evaluation specialist will obtain consent for the FIE. If it is known the student will require a Re-evaluation at the time of the Transfer ARD, the campus evaluation specialist should be notified so consent can be obtained at that time.
3. The campus evaluation specialist will upload the necessary signed documents by the parents in to Success Ed and begin the re-evaluation.
4. Upon completion of the evaluation, if the eligibly did not change, the campus evaluation specialist can lock the FIE once it is complete and then staff and complete the annual ARD.
5. However, if the eligibility is different from the eligibility the student transferred with, the evaluation needs to be submitted to the review team for review.
6. If the review team is in agreement per the rubric, the evaluator will lock the evaluation.
7. If the review team is not in agreement with the findings, the evaluator will receive a rubric from the review team with the specific clarifications/edits needed.
8. Once the edits are complete, the evaluator will email the Program Manager so the edits can be reviewed.
9. Once the evaluation is given the OK to lock the FIE, the campus evaluation specialist will lock the FIE and will staff with the parent and campus and schedule the ARD.
10. Once the evaluation is locked, the evaluator will set up a staffing and ARD.

11. It is the evaluator's responsibility to review the FIE with the parent prior to the ARD.

    *** If for some reason the evaluation from the previous district is received after the ten days, the campus evaluation specialist and the evaluation is current, the campus evaluation specialist can choose to accept that evaluation and not continue the additional evaluation.*

    ***If at the transfer ARD, the campus does have evaluation from the student's previous district but it does not meet district standards, then the campus evaluation specialist will obtain consent and conduct the evaluation. ***

Procedures for Re-Evaluation when the Special Education Student is a Transfer from another State
(Ex: student who enrolls in FBISD from out of state without an FIE, or an FIE with an eligibility that is not TEA recognized or does not match a TEA eligibility area)
NOTE: An evaluation from out of state is acceptable if the evaluation is current and meets all TEA disability condition requirements.

1. Within the first five days of enrollment, a Transfer ARD must be held. The campus evaluation specialist, Campus Compliance Coordinator (CCC), ARD Facilitator, and Special Education Department Head may conduct the Transfer ARD.
2. If the evaluation is not received at the campus after ten calendar days from the date of enrollment, the campus evaluation specialist will initiate the process for the Re-evaluation to be conducted by the campus staff and the CBE will obtain consent for the FIE.
3. If a Re-evaluation is required for a student transferring from another state, the Re-evaluation is considered an Initial Evaluation and the 45 day timeline is in effect.
4. If it is known the student will require a Re-evaluation at the time of the Transfer ARD, the campus evaluation specialist should be notified so consent can be obtained at that time.
5. Once the consent is obtained, the campus evaluation specialist will send the completed referral packet to the Program Manager of Evaluation & Related Services. Prior to sending off the packet, the campus evaluation staff member will upload the signed consent form into Success Ed and put the original in the referral folder.
6. The Program Manager of Evaluation will assign the folder to the initial evaluation team for completion. Once the folder has been received by the initial team member(s), they will email the campus contacts listed on the checklist to schedule the Full Individual and Initial Evaluation (FIE). ** Depending on initial team caseloads, the Program Manager of Evaluation may assign the Initial Evaluation back to the appropriate campus evaluation specialist. If this occurs, the same procedures noted below should be followed.
7. Once the FIE is completed in Success Ed, the evaluator will email the Program Manager of Evaluation.
8. The evaluation will be submitted to the review team.
9. If the review team is in agreement per the evaluation rubric, the evaluator will lock the evaluation in Success Ed indicating it is final and complete.

10. If the review team is not in agreement with the findings, the evaluator will receive the evaluation rubric from the review team with the specific clarifications/edits needed.
11. When the edits are completed, the evaluator will email the Program Manager so the edits can be reviewed.
12. Once the evaluation is locked, the initial team evaluator will notify the campus evaluation specialist staff to set up a staffing and ARD.
13. The initial evaluation team evaluator will staff with appropriate campus personnel to review the assessment results.
14. It is the initial team evaluator's responsibility to review the FIE with the parent prior to the ARD. If the parent is unavailable to review the FIE prior to the ARD, the Initial Evaluator must notify the campus and plan to be present prior to the ARD meeting to review the FIE results with parent.

**If the evaluation renders a DNQ, the evaluator must attend the school staffing to explain the DNQ and offer specific information regarding recommended interventions and support.*

***If the evaluation renders an eligibility of AU, ED, or OHI for ADHD, the LSSP must attend the school staffing. It is the responsibility of the initial team evaluator to complete the draft AU supplement, Behavior Intervention Plan, and Behavior/Social goals and objectives for the ARD if these are recommended.*

**** If for some reason the evaluation from the previous district is received after the ten days and the evaluation is current and meets TEA guidelines, the* campus evaluation specialist *can choose to accept that evaluation and not continue the additional evaluation.*

Re-Evaluations that Result in a DNQ

1. If after completing a re-evaluation, the student DNQs in all eligibility areas, the campus evaluation specialist will email the Program Manager of Evaluation that the findings in the FIE yielded a DNQ.
2. The FIE will be submitted to the review team for review.
3. If the review team is in agreement with the findings, the campus evaluation staff will lock the FIE.
4. If the review team is not in agreement with the findings, the campus evaluation staff will receive a rubric from the review team with the specific clarifications/edits needed.
5. Once the edits are completed, the evaluator will email the Program Manager of Evaluation so the edits can be reviewed.
6. Once the evaluation specialist is given the approval to lock the FIE, the campus evaluation specialist will lock the FIE and will staff with the parent and campus and schedule the ARD.

Re-Evaluation Utilizing the REED Process (continuing eligibility)

If a student has had two consistent evaluations and at the SCORE meeting, the parent and school staff agree no new formal testing is warranted, the REED can serve as the re-evaluation. In this scenario, consent does not need to be obtained.

In addition to two consecutive evaluations with no eligibility changes, the following must be considered:

1. All areas must agree no new evaluation is needed for programming, eligibility, or dismissal. If any instructional area needs to conduct formal testing, a REED cannot be used.
2. Student must be progressing on state assessment, IEP Goals & Objectives (academic and behavior).
3. If the REED is utilized, the REED is completed within the ARD document and must be completed prior to the student's 3 Year Re-evaluation date.

Assistive Technology
34 CFR §§ 300.5, 300.6, 300.105(a), 300.324(a)(2)(v)

The IDEA defines "assistive technology device" as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability." The term does not include a medical device that is surgically implanted or the replacement of such a device.

"Assistive technology service" means "any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device."

The ARD Committee must "consider whether the child needs [AT] devices and services" as part of the program development process. The IDEA requires each public agency to ensure that AT devices and services are made available to each child with a disability if required as part of the child's special education, related services, or supplementary aids and services.

Although the need for Assistive Technology (AT) must be considered for every student within the Full Individual Evaluation and during every ARD/IEP meeting, this does not mean that the Assistive Technology Team needs to be involved in a formal evaluation for every special education student.

Fort Bend ISD has categorized Assistive Technology into three levels: Level One – No Tech/Low Tech; Level Two – Mid Tech; and, Level Three – High Tech.

Decisions regarding the need for assistive technology devices and services are made based on a student's ability to access the curriculum and/or the student's IEP goals and objectives. The ARD committee determines the student's curriculum tasks and then considers whether assistive technology devices and/or services are *required* for the student to accomplish those tasks.

Campus teams should utilize the Assistive Technology Consideration Process Form and the Assistive Technology Resource Guide when considering the need for assistive technology.

(1) Complete the *Assistive Technology Consideration Process Form* (see Appendix). The form provides a step-by-step process for instructional teams to follow when considering the need for assistive technology. Instructional teams review the curricular and classroom expectations for a student outlined in the IEP and information gathered from classroom teachers. If the student is making progress, no assistive technology or additional assistive technology is needed. If the student is not making progress, the team will continue through the consideration process outlined in the form.

(2) If the student is not making progress or is not independently completing required tasks with the supports that are currently in place, utilize the Assistive Technology Resource Guide related to the areas in which the student is experiencing difficulty along with the Assistive Technology Consideration Process Form (see Appendix.) For example, if the student is non-verbal and needs

a way to request needed items or make comments, reference the Oral Communication/Language section of the guide. If the student's handwriting is illegible, utilize the Writing/Written Composition section of the guide.

(3) Based on the information gathered through the consideration process, the team will identify possible low and mid tech AT tools or devices to address the areas of concern as outlined in the AT Resource Guide in column D. If the team determines that high-tech solutions may be the best option, a formal AT evaluation is required.

Level One – No Tech/Low Tech Recommendations

The FIE may recommend low tech assistive technology. In addition, ARD Committee members may recommend Low Tech AT. Recommendations at this level may include equipment and/or services that are basic in nature, require very little training in terms of use, and are inexpensive and readily available, or easily accessible within the classroom and school environment. These Low Tech devices/equipment should be coded as "Assistive Technology" in the PLAAFP section of Success Ed and should be documented within the AT Supplement, accommodations, goals and objectives, and/or supplementary aids and services in the ARD document. All documentation, justification, and implementation are provided on a campus level and little or no training/support is required from the Assistive Technology staff. Examples of Low Tech strategies/devices include: visual schedules, picture communication systems, manual communication boards, single message voice output devices (such as a Big Mack), sequenced messaging devices (such as a Step-by-Step), use of classroom computer, accessibility features built into the Windows operating system on campus computers, and spell checkers.

Level Two - Mid Tech Recommendations

Mid Tech recommendations are generally considered by campus specialists such as Speech/Language Pathologists, Occupational Therapists, Physical Therapists, Vision Specialists, Campus Based Evaluation teams, and classroom teachers in collaboration with the Program Specialist for Assistive Technology. These specialized AT recommendations can be included within the FIE. Based on a student's PLAAFP and curricular expectations, campus specialists identify the needs of the student and consult with members of the Assistive Technology team for assistance when making recommendations. In addition, the Mid Tech AT must be documented appropriately in the ARD paperwork if the AT is required for a FAPE. The Mid Tech recommendation coded as "Assistive Technology" in the PLAAFP section of Success Ed and should be documented within the AT Supplement, accommodations, goals and objectives, and/or supplementary aids and services in the ARD document. AT is documented and maintained on a campus level as it relates to that area of service. The Mid-Tech level Assistive Technology equipment/materials may require more maintenance, more training, and may have more technical or electronic component/features than Low Tech. Mid- Tech level devices/equipment may require a trial period of use and recommendations are based upon this trial. Devices/equipment may be available from SERS. If the equipment is not currently available in the district, it may need to be ordered. When the ARD Committee has determined that mid-level Assistive Technology is necessary for student use, a member of the campus will notify the Program Specialist for Assistive Technology. Equipment will be checked out or ordered in the student's name. Examples of Mid Tech devices include: a portable word

processor (such as an AlphaSmart), static display voice output communication device (such as a Go Talk 20+™), and word prediction software (such as Co-Writer™)

Level Three – High Tech Recommendations

Recommendations for High Tech equipment must be addressed within the Full Individual Evaluation. These recommendations should be supported by campus data collected based upon trials, interventions, and previous strategies documented and considered. However, there are no prerequisites for the consideration or provision of assistive technology. The FIE requires the collaboration of a multidisciplinary team which consists of a member of the Assistive Technology team, teachers, campus staff, parents/caretakers, campus-based SLP, Related Service specialists, and other people/specialists that work with this student as deemed necessary. A member of the AT team must be involved in the evaluation process if High Tech AT is being considered. The items considered "High Tech" are often expensive for purchase, not readily accessible, highly technical, and require specialized training and knowledge of the equipment/devices. Assistive Technology at this level is provided, documented, and tracked by the Assistive Technology team. Examples of High-Tech devices include dynamic display voice output devices (such as the Accent 1000) laptop computers with specialized software programs, Eye gaze communication systems, and portable tablets (such as an iPad).

Evaluation Process for Level Three Assistive Technology Equipment/Devices

1. If the team has determined that low- tech and mid-tech options are not appropriate, the Program Specialist for Assistive Technology must be contacted to (a) become a member of the Full Individual team or (b) if AT is the only evaluation being conducted, then the AT evaluation will be a standalone AT evaluation.
2. The following forms need to be completed and sent to the Program Specialist for Assistive Technology. All required forms are included in the appendix.
    a. Assistive Technology Consideration Process Form
    b. Parent Consent uploaded into Success Ed (if the AT evaluation is a standalone evaluation)
    c. Parent Questionnaire
3. Based on the information received, additional forms will be sent to key campus-based staff members.

**Note – Do not document Assistive Technology by brand or specific product name. Instead, give a general description of equipment/material type. For questions about how to document equipment in the ARD, contact the Program Specialist for Assistive Technology	
<u>Do Not</u> List Product/Brand Name of AT tools such as:	**<u>Do</u> List the Generic Description of AT tools such as:**
AlphaSmart™, NEO™, DANA™, Fusion™	Portable word processor
Intellikeys™	Alternate Keyboard
PECS™ (Picture Exchange Communication System)	Picture Symbol/Icon Exchange System for Communication, Manual Communication Board with ____ locations
Big Mack™, iTalk2™, SuperTalker™ (1-8 locations), Communication Builder™ (1-16 locations), Go Talk 4+™, Go Talk 9+™, Go Talk 20+™, Go Talk 32+™	Static Display Voice Output Communication Aid with ____ locations.
SpringBoard™, Vantage Lite™, Dynavox V-Max™, Accent 1000, iPad with LAMP Words for Life, iPad with Touch Chat HD	Dynamic Display Voice Output Communication Aid with ____ locations.

Auditory Impairments
34 CFR §300.8(c)(3), 34 CFR §300.8(c)(5)

Initial Referrals
When a student has a hearing loss, the student is referred for an initial evaluation for special education; there are several evaluation components that must be addressed.

Otological (Part A) Evaluation
The otological assessment must indicate a serious hearing loss even after corrective medical treatment or use of amplification. The report must be signed by an Otolaryngologist (ENT doctor) or a licensed practitioner with documentation that an Otolaryngologist is not reasonably available. The Campus Based Evaluator (CBE) will send the otological report form to the Otolaryngologist. The Campus Based Evaluator (CBE) should follow up with frequent calls to ensure that the completed form, including date and Doctor's signature, is returned in a timely manner.

Audiological (Part B) Evaluation
The audiological assessment describes the type of hearing loss, with and without amplification, as well as the implications of the hearing loss for the student's hearing in a variety of circumstances. A licensed Audiologist must sign the report. The campus evaluation specialist will send the audiological report form to the Audiologist. The campus evaluation specialist should follow up with frequent calls to ensure that the completed form, including date and Audiologist's signature, is returned in a timely manner.

Use of Fort Bend ISD Medical Consultants for Otolaryngologist or Audiologists
If the parent does not have an Audiologist or Otolaryngologist, Fort Bend ISD is required to contract with an outside vendor for this portion of the evaluation and the evaluation will be completed at no cost to the parent. If the contracted Audiologist or Otolaryngologist is required, the campus evaluation specialist must email or call in the request to the Program Manager of Evaluation & Related Services. The following information must be submitted: Student Name, DOB, Parent Name, Campus, Type of Evaluation needed (Audiological and/or Otological). The Program Manager will contact the campus evaluation specialist when the contract is executed and the parent may be notified to schedule the appointment.

Use of RDSPD Audiologist and RDSPD Medical Consultant for Otolaryngologist Evaluation
If an AI student receives direct RDSPD services (itinerant or site based) and the parent does not have an Audiologist or Otolaryngologist, the Brazoria-Fort Bend RDSPD will conduct the audiological portion of the evaluation utilizing the RDSPD Audiologist. The RDSPD is required to contract with an outside vendor for the portion of the otological evaluation and the evaluation will be completed at no cost to the parent.

Transportation to the Audiologist or Otolaryngologist
If a contracted vendor is utilized as part of the Full Individual Evaluation process and the parent is not able to access transportation to the vendor's office, the Program Manager of Evaluation & Related

Services must be notified to assist the parent with transportation arrangements at no cost to the parent.

Communication Language (Part C) Evaluation

TEC §30.083(a)(6)

This portion of the evaluation describes the language and communication ability and the method of communication that will meet the individual needs of the student. The student's ability to communicate through a variety of modes of communication such as listening, speech, sign language, speech reading, and finger spelling are addressed. Each area in the Skill Levels of Specific Communication Competencies should be addressed. If the area is not applicable, it should be noted as "not applicable due to ...". Information for the Speech, Audition, Oral Language, Written Language, and Functional Communication Ability areas should be obtained from the Full Individual Evaluation. If NO areas of weakness are noted, this may result in no educational need for the eligibility of AI or for direct AI services. This evaluation is completed by the speech-language pathologist with assistance from the deaf educator, upon request. The Disability Report-Auditory Impairment (Part C)-Communication Assessment located in Success Ed.

Evaluation	Evaluation Specialist	Person Responsible	Report Form
Full Individual Evaluation	Diagnostician/ LSSP	Diagnostician/ LSSP	Full Individual Evaluation
Otological	ENT or Otolaryngologist	Diagnostician/ LSSP	AI Part A
Audiological	Audiologist	Diagnostician/ LSSP	AI Part B
Communication	SLP & Deaf Educator	SLP	AI Part C
Speech-Language	Speech-Language Pathologist	SLP	Full Individual Evaluation

Brazoria-Fort Bend Regional Day School Program for the Deaf (RDSPD) Referral For AI

If an evaluation is being completed and eligibility of AI is being considered, the initial evaluation team should contact the RDSPD office to have a RDSPD representative assigned to participate with the evaluation team. The RDSPD representative will collaborate with the evaluation team to review all student information, complete observations and functional assessment related to hearing loss, and provide a written summary to the evaluation specialist to be included in the FIE. If the eligibility of AI is recommended, a RDSPD representative must be present at ARD meetings.

If an evaluation is completed and a RDSPD representative was not included in the evaluation process, contact the RDSPD Coordinator and Program Manager for Evaluation determine if additional information is needed.

Re-Evaluation Recommendations for AI

As part of the planning process for a re-evaluation for a student with AI, a SCORE meeting (scope of re-evaluation and evaluation planning meeting) must be held to determine the scope of the re-evaluation. The teacher of the deaf/hard of hearing assigned to work with or monitor the student should be included. The following guidelines should be referenced during the SCORE meeting:

- Young children through 8th grade—for each re-evaluation a complete audiological, otological, and communication assessment (Part A, B, and C) should be strongly considered. An aided audiogram provides valuable information as to how a student accesses information in the classroom. Otological (part A) re-evaluation may not be recommended if the previous two evaluations show no medical changes.
- High School student re-evaluation—if hearing has remained consistent and there are no significant academic changes, the audiological, otological and communication assessment (part A, B, and C) are not required. Communication Assessment (part C) may be recommended if there have been changes to or questions concerning the student's mode of communication. The parent may have updated audiological information from routine visits for hearing aid or cochlear implant maintenance that can be shared with the assessment team upon request.
- Change in services- if service providers feel a service is no longer needed, a SCORE meeting should be held to discuss which portions of the evaluation may be needed in order to discontinue the service.
- Suspected change in hearing ability- if a service provider or teacher suspects a change in the student's hearing ability or speech production, a conference/ SCORE meeting should be held to determine if new evaluation/services are needed.

Procedures to follow if a student refuses to wear amplification/listening device or the student is not wearing a listening device

If a student refuses to wear his/her amplification/listening device, talk to the student and contact the parent to discuss the issue. If a resolution is not found, an ARD should be held, including the parent, to discuss the issue, develop interventions and supports to make sure the aids/listening device are being used.

- If behavior is causing the student to not wear the amplification/listening device, the LSSP should be consulted and a Functional Behavior Assessment (FBA) and Behavior goals and objectives and a Behavior Intervention Plan (BIP) may be warranted.
- If the student is not wearing the hearing aids/listening device for other reasons such as a lost or broken device, talk to the student and contact the parent to discuss the issue. If a resolution is not found, an ARD should be held, including the parent, to discuss the issue, discuss supports that may be available to assist the parent with the broken device. The ARD should also consider alternatives for the student to have access to information, such as an assistive listening device with headphones, written or picture communication, etc.

If the student is not making adequate progress, document why the student is not making progress (e.g., student does not wear listening device; therefore, is not hearing the sounds/oral directions correctly). The classroom teacher should keep a daily log documenting the use of amplification. (see Amplification Monitoring Record form found in the Appendix)

While personal care items such as hearing aids and cochlear implants or other listening devices are not provided by the district, the district can give recommendations for possible resources.

Contact the campus nurse or campus social worker representative first. If additional support is needed, contact the District Coordinator for the RDSPD.

Assistive Listening Device (ALD)

An Assistive Listening Device (ALD) such as a FM unit may be recommended by an Audiologist. An ALD is equipment that increases the functionality of a hearing aid or cochlear implant by helping the student separate the teacher's voice from background noise. When the school district provides an ALD, it should be documented on the Assistive Technology page of the student's ARD paperwork and daily documentation kept by the student's teacher on the Amplification Monitoring Record (see Appendix).

- If a student identified as receiving special education services is not receiving direct weekly services from a RDSPD Teacher, contact the Program Specialist for Assistive Technology to assist with determining the need for an ALD.
- If a student identified as receiving special education services does receive direct, weekly RDSPD services, contact the RDSPD Teacher for the provision of an ALD.
- If the student is not identified with a Special Education eligibility and receives 504 services due to hearing loss, and an ALD has been recommended, the ALD is provided through the 504 committee.

Frequently Asked Questions

Referrals

1. *When should the district/ECI agency refer a student for consideration of the eligibility of auditory impairment?*

   When a certified audiologist has determined the student has a significant hearing loss.

2. *What is the process for making a referral for the consideration of eligibility of auditory impairment for school age students, 3-21 year olds?*

   - Once a certified audiologist has determined a student to have a significant hearing loss and the district determines a referral for special education services is needed, a Full Individual Evaluation should be requested by the district.
   - Contact the RDSPD office for a representative to be assigned to collaborate with the assessment team.
   - The RDSPD representative will collaborate with the evaluation team to review all student information, complete observations and functional assessment related to hearing loss, and provide a written summary to be included in the FIE.
   - If the eligibility of AI is recommended, a RDSPD representative must be present at ARD meetings.

If an evaluation is completed and a RDSPD representative was not included in the evaluation process, contact the RDSPD Coordinator and Program Manager for Evaluation determine if additional information is needed.

3. *What is the process for making a referral for the consideration of parent-infant services from the RDSPD for a birth-2 year old?*

- Once a certified audiologist has determined a child to have a hearing loss, the student is referred to an ECI agency. An otological evaluation should be obtained and information sent to the RDSPD Office Clerk (phone 281-634-1497 or fax/scan 281-327-1497).
- RDSPD Records Clerk will send a "Referral for AI Services" form outlining any information that is needed.
- The RDSPD Coordinator or Audiologist will review the data and an RDSPD teacher will complete a Communication Assessment if hearing loss is confirmed.
- If AI services are recommended, services must be added at an Individual Family Service Plan (IFSP) meeting with the RDSPD representative present, and the student must be registered in FBISD.

4. *When should the district NOT refer a student for consideration of the eligibility of auditory impairment?*

When a certified audiologist has determined the student has a significant hearing loss that is conductive in nature. If the loss is conductive, the student should be treated medically. Following medical treatment, the student should have a follow-up hearing test to document the current hearing status. The student's hearing may have returned to normal.

5. *What if the conductive loss cannot be treated medically? Or medical treatment will be on-going or delayed indefinitely?*

A referral should be made for students who have a conductive loss that is untreatable medically or for whom such treatment will be delayed indefinitely.

6. *Who should the district/ECI agency contact regarding the status of a referral?*

RDSPD Office Clerk, at 281-634-1497. Parents should contact their neighborhood school/district or ECI agency.

7. *When should a referral to Texas State School for the Deaf in Austin be made?*

If the ARD/IEP committee determines the school district cannot provide a free and appropriate public education (FAPE) for the student in question.

I – Referrals & Evaluations

Assessment

8. *What assessment is need to determine the eligibility of auditory impairment?*

    - An otological evaluation to be completed by an Otolaryngologist (Ear, Nose, and Throat Physician). This assessment must be completed on the district form to make sure that all required information is provided.
    - An audiological assessment (unaided and aided) to be completed by a certified Audiologist. (A hearing screening by a school nurse is inadequate.) This assessment must be completed on the district form to make sure that all required information is provided. Implications of the hearing loss are required.
    - A speech and language assessment including a communication assessment to be completed by the Speech-Language Pathologist. A certified teacher of the deaf may assist with the communication assessment for school age students, or complete the communication assessment for birth to two year olds.
    - A Full Individual Evaluation, including cognitive, functional and academic information to be completed by an Educational Diagnostician or LSSP. Data must be reviewed to determine if the student's educational performance is adversely affected by the loss of hearing.

9. *What if the student is not currently being served by the Speech-Language Pathologist?*
   The district Speech-Language Pathologist should still complete the speech and language assessment and communication assessment. The communication assessment may also be completed in conjunction with a certified teacher of the deaf. The receptive and expressive language and listening information is very important information to be included in the FIE.

10. *Can a Diagnostician/LSSP or Speech-Language Pathologist test a student who is not wearing amplification?*

    Yes, if the student has never worn amplification before or has not used amplification for a significant amount of time.

Eligibility

11. *What information is needed to determine the eligibility of auditory impairment?*

    - All items listed in #8 above.
    - Grades and state or local assessment information.
    - Previous ARD/IEP documentation, as appropriate to the situation.

12. *Can a student be determined to meet the guidelines for the eligibility of auditory impairment (AI) and learning disabled (LD)?*

- No, if the learning disability is in the area of language development. It is typically very difficult to determine that a language disorder is unrelated to the hearing impairment.
- Yes, if the learning disability can be shown to be unrelated to the hearing impairment such as with a learning disability in the area of math calculation but not math reasoning.

13. *When should a student be determined to meet the guidelines for the eligibility of deaf blind (DB)?*

- If the student meets the guidelines for the eligibility criteria for auditory impairment (AI) and visual impairment (VI);
- If the student meets the guidelines for the eligibility criteria visual impairment (VI) and has a suspected hearing loss that cannot be demonstrated conclusively, but a certified speech-language pathologist indicates there is no speech at an age when speech would normally be expected;
- If the student has documented hearing and visual losses that, if considered individually, may not meet the requirements for AI or VI, but the combination of such losses adversely affects that student's educational performance; or
- If the student has a documented medical diagnosis of a progressive medical condition that will result in concomitant hearing and visual losses that without special education intervention, will adversely affect the student's educational performance.

14. *When does a student meet the guidelines for the eligibility of auditory impairment (AI)?*

- When the impairment in hearing, whether permanent or fluctuating, is so severe that it adversely affects educational performance but is not included in the definition of deafness. This is the federal definition for "hearing impairment."
- When the impairment in hearing is so severe that the student is impaired in processing linguistic information through hearing with or without amplification and the impairment adversely affects educational performance. This is the federal definition for "deafness."
- When the documented hearing loss creates an educational need for special education and related services.

15. *When does a student meet the guidelines for membership in the RDSPD?*

When a student who is eligible as AI has an educational need for services from a teacher of the deaf on a weekly (itinerant) or daily (site location) basis.

16. *Can a student be determined to meet the guidelines for the eligibility of auditory impairment (AI) and not be a member of the RDSPD?*

Yes. In this case, the documented hearing loss creates an educational need for special education and related services and the needs of the student can be met by the local campus and district.

17. *Can a student have a hearing impairment or deafness and not be in special education?*

    Yes. If there is no educational need for special education and/or related services, the student may not be referred to special education. If a student has been in special education and no longer exhibits an educational need for services, he/she can be dismissed from special education and/or the AI eligibility may be removed. The Full Individual Evaluation must support the removal of AI eligibility. The student is still hearing impaired and may receive accommodations through 504 services.

18. *Can a student who is dismissed from Special Ed still receive services through the Texas Offices of Deaf and Hard of Hearing Services upon graduation?*

    Yes, if the requirement for their services are met.

Early Childhood Intervention (ECI)

For the Memorandum of Understanding (MOU) with the TEA and specific referral information, refer to the MOU in its entirety at:

http://www.tea.state.tx.us/special.ed/mou/pdf/etmou.pdf.

ECI is a coordinated system of services available in every county within Texas for children birth to age three with disabilities or delays. ECI is funded through the federal Individuals with Disabilities Education Act (IDEA, Part C), P.L. 105-17 and through state appropriations. ECI supports families to help children reach potential through developmental services. ECI contracts with local agencies and organizations through a funding application process.

The local ECI programs must identify, locate, and screen or evaluate all infants and toddlers, birth through two years of age, who have or are suspected of having developmental delays. ECI must notify the local educational agency (LEA), for the area in which the child resides, that the child will shortly reach the age of eligibility for preschool services for children with disabilities (which is three years old). By the child's second birthday, ECI programs must notify the appropriate LEA child find personnel of the child's birth date. The notification must be written and include the following information: child's name; parent(s) or guardian(s) name; address; telephone listing; and date of enrollment in ECI.

The child find system must include procedures for use by primary referral sources for referring a child to the appropriate ECI program for evaluation and re-evaluation. Once the local ECI program receives a referral, it shall appoint a service coordinator as soon as possible.

I – Referrals & Evaluations

If a parent or other referral source contacts a Fort Bend ISD campus or other staff member requesting services for a child under the age of three, the staff member should document contact and notify the Program Manager for Evaluation & Related Services, located at the MR Wood Center for Learning. Fort Bend ISD has two working days to document and notify the local ECI Agency.

Contact Information for local ECI Agencies

1. Texana Center
   Project GROW ECI
   4706 Airport Ave.
   Rosenberg, TX 77471
   Referral Number - (281) 238-1800
   Fax Number - (281) 238-1859
   Web: www.texanacenter.com

2. Easter Seals of Greater Houston, Inc.
   ECI Infant Program of Easter Seals
   4500 Bissonnet #340 Suite 340
   Bellaire, TX 77401
   Referral Number - (713) 838-9050 Ext 385
   Fax Number - (713) 838-0926
   Web: www.eastersealshouston.org

3. BACH
   BACH ECI
   120 Hospital Drive
   Angleton, TX 77515
   Referral Number - (979) 849-2447
   Fax Number - (979) 848-8337
   Web: www.bacheci.org

Dyslexia (Updated due to TEA Corrective Action Plan Guidance)

On January 11, 2018, the U.S. Department of Education Office of Special Education Programs (OSEP) released a final monitoring report in which it found that the Texas Education Agency (TEA) failed to comply with certain requirements in the Individuals with Disabilities Education Act (IDEA).OSEP specifically noted that some children in Texas who were suspected of having a disability and needing special education and related services under the IDEA were not referred for an evaluation under the IDEA. These students were instead evaluated and provided services under Section 504 of the Rehabilitation Act of 1973 (Section 504). Similarly, OSEP identified that some students receiving services under Section 504 who were suspected of needing special education services were either not referred for evaluation or not referred in a timely manner. These scenarios appeared to be particularly common when the suspected or identified disability was dyslexia or a related disorder

On June 6, 2018, the Texas Education Agency released a *To the Administrator Addressed* correspondence regarding the Provision of Services for Students with Dyslexia and Related Disorders. TEA's intent was to provide clarification regarding the provision of services for students with dyslexia and related disorders. TEA noted the importance of school districts recognizing that dyslexia and related disorders are considered specific learning disabilities under the IDEA and are included within Child Find mandate. The guidance stated that school districts have an obligation to refer any student who is suspected of having a disability and needing special education services for an evaluation under the IDEA.

As part of the TEA Corrective Action Plan, TEA is in the process of revising the Texas Dyslexia Handbook to clarify the difference between dyslexia and dyslexia-related services, IDEA, Section 504, and RtI, and ensure clear guidance in the field, especially as it relates to dyslexia and dyslexia-related disabilities being eligible for IDEA.

In the interim, Fort Bend ISD has developed interim procedures to address the provision of services for students with dyslexia and related disorders which are indicated in the Procedures for Identification section below.

Texas Education Code (TEC) §38.003 defines dyslexia in the following way:

(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

(2) "Related disorders" include disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The following are the **primary** reading/spelling characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling

Secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

(Dyslexia Handbook *Revised 2014*, pgs. 8 – 9)

Evaluation Procedures

In compliance with §504 and IDEA 2004, test instruments and other evaluation materials used in all FBISD Dyslexia Evaluations will meet appropriate evaluation criteria. The FBISD evaluation process under Special Education or 504 will follow TEA's guidelines and include specific data measuring academic skills and cognitive process typically associated with the presence of Dyslexia as referenced below:

Academic Skills

FBISD will administer measures that are related to the student's educational needs and referral information. Depending upon the student's age and stage of reading development, difficulties in the areas of letter knowledge, word decoding, and fluency may be evident.

Academic Skills to be tested:

- Letter knowledge (name and associated sound) as appropriate
- Reading words in isolation
- Decoding unfamiliar words accurately
- Reading fluency (both rate and accuracy are assessed)
- Reading comprehension
- Spelling

Cognitive Processes

Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters, learn the alphabetic principle, decode words, and spell accurately. Rapid naming skills may or may not be weak, but if deficient, they are often associated with difficulties in automatically naming letters, reading words fluently, and reading connected text at an appropriate rate. Memory for letter patterns, letter sequences, and the letters in whole words (orthographic processing) may be selectively impaired or may coexist with phonological processing weaknesses.

Cognitive Processes to be tested:

Phonological / phonemic awareness
Rapid naming of symbols or objects
Orthography (if academic skills are indicative of potential orthographic difficulties)

Possible Additional Areas

Based on the student's academic difficulties and characteristics and/or language acquisition, additional areas related to vocabulary, listening comprehension, oral language proficiency, written expression, and other cognitive abilities may need to be assessed to provide a more comprehensive evaluation.

(Dyslexia Handbook *Revised 2014*, pgs. 20 – 21)

Procedures for Identification (Interim Procedures until TEA provides additional guidance)

Student not identified as receiving special education services and/or student receiving 504 services is referred for a Dyslexia evaluation

- CCC/Counselor/ARD Facilitator will inform the parent that all initial requests for Dyslexia evaluations need to be conducted under the IDEA process to ensure parents are informed of the rights and that the Educational Diagnostician or LSSP will be contacting them to explain the evaluation process and obtain informed consent under IDEA. Inform the parent that this revised procedure is in response to the TEA corrective action plan.
- The CCC/Counselor/ARD Facilitator will prepare the referral folder and give to the Educational Diagnostician or LSSP. The Dyslexia teacher may be asked to assist in gathering information for the referral. Remember, we only have 15 school days for the Informed Consent meeting with the parent so there needs to be increased collaboration on the referral process.
- The Educational Diagnostician or LSSP will contact the parent and hold the informed consent meeting with the parent. A face-to-face meeting is preferred, but if the parent is not available to attend the meeting at the school, the Educational Diagnostician or LSSP will conduct the meeting over the phone and then send the documents home to the parent.
- Once consent is received, the Educational Diagnostician will send the referral folder to MRW addressed to the Program Manager.
- The Program Manager will assign out the evaluation.
- In the interim until the FIE is completed, if the student is not currently identified for any services, the SST should meet to develop an intervention plan if the student is not currently receiving interventions. Based on the plan, additional data regarding the student's response to the intervention(s) should be provided to the Evaluator. If the student is currently identified as receiving 504 services, the 504 committee should meet to note the referral for the FIE under IDEA/Special Education and also develop and document an intervention plan until the FIE is completed. Based on the plan noted in the 504 meeting, the additional data should be provided to the evaluator.

Parent denies a Full Individual Evaluation under Special Education/IDEA

- CCC/Counselor/ARD Facilitator will inform the parent that all initial requests for Dyslexia evaluations need to be conducted under the IDEA process to ensure parents are informed of the rights and that the Educational Diagnostician will be contacting them to explain the evaluation process and obtain informed consent under IDEA.
- The CCC/Counselor/ARD Facilitator will prepare the referral folder and give to the Educational Diagnostician. The Dyslexia teacher may be asked to assist in gathering information for the referral. Remember, we only have 15 school days for the Informed Consent meeting with the parent, so there needs to be increased collaboration on the referral process. The Educational Diagnostician will contact the parent and hold the informed consent meeting with the parent. A face-to-face meeting is preferred, but if the parent is not available to come up to the school, the Educational Diagnostician will conduct the meeting over the phone and then send the documents home to the parent.
- If the parent denies consent for an initial Full Individual Evaluation under IDEA/Special Education, the Educational Diagnostician will document parent refusal in the contact log, complete the Notice of Evaluation, Notice of Decision, complete the FBISD Ready/Willing/Able letter, and Consent Form documenting the parent's denial in allowing the school district to conduct the Initial Full Individual Evaluation under IDEA/Special Education.
- Documentation will then be given to the parent and locked in SuccessEd for documentation.
- The Educational Diagnostician will notify through email to the CCC/Counselor that the parent has denied a Full and Individual Evaluation.

Parent denies a Full Individual Evaluation under Special Education/IDEA but still wants a Dyslexia evaluation under 504

- The CCC/Counselor will verify through written documentation that the parent has been given informed consent under IDEA/Special Education by an Educational Diagnostician and is denying the school district to conduct the Initial Full Individual Evaluation under IDEA/Special Education see Consent form, Notice of Decision, Notice of Refusal, Contact Log, FBISD Ready/Willing/Able letter,)
- The CCC/Counselor will conduct an informed consent meeting under the 504 evaluation process.
- Once consent has been obtained, the CCC/Counselor will send the referral folder to the campus Dyslexia Teacher.
- Dyslexia Teacher will contact the Dyslexia Coordinator to obtain testing materials.

When a Parent Requests a Dyslexia Evaluation

- CCC/Counselor/ARD Facilitator will inform the parent that all initial requests for Dyslexia evaluations need to be conducted under the IDEA process to ensure parents are informed of the rights and that the Educational Diagnostician or LSSP will be contacting them to explain the

evaluation process and obtain informed consent under IDEA. Inform parent this revised procedure is in response to the TEA corrective action plan.

- If parent shares that they do not want an initial Full Individual Evaluation under the IDEA/Special Education process, the CCC/Counselor will acknowledge the parent's wishes and also indicate that those wishes must be properly documented by the Educational Diagnostician/LSSP at the informed consent meeting.
- The Educational Diagnostician or LSSP will contact the parent and hold the informed consent meeting with the parent. A face-to-face meeting is preferred, but if the parent is not available to come up to the school, the Educational Diagnostician or LSSP will conduct the meeting over the phone and then send the documents home to the parent.
- If the parent denies consent for an initial Full Individual Evaluation under IDEA/Special Education, the Educational Diagnostician will document parent refusal in the contact log, complete the Notice of Evaluation, Notice of Decision, complete the FBISD Ready/Willing/Able letter, and Consent Form documenting the parent's denial in allowing the school district to conduct the Initial Full Individual Evaluation under IDEA/Special Education.
- Documentation will then be given to the parent and locked in SuccessEd for documentation.
- The Educational Diagnostician/LSSP will notify through email to the CCC/Counselor that the parent has denied a Full and Individual Evaluation, and the parent can obtain a dyslexia evaluation through 504.

Students Who Have A Pending 504 Dyslexia Evaluation from 201-2018 school year

- The Dyslexia Teacher will give the Educational Diagnostician the names of the students who are currently being assessed for Dyslexia under a 504 assessment.
- The Educational Diagnostician or LSSP will contact the parent and explain the recent changes regarding evaluation for Dyslexia under IDEA/Special Education due to the TEA corrective action plan, and schedule the informed consent meeting with the parent. A face-to-face meeting is preferred, but if the parent is not available to come up to the school, the Educational Diagnostician or LSSP will conduct the meeting over the phone and then send the documents home to the parent.
- If the parent denies consent for an initial Full Individual Evaluation under IDEA/Special Education, the Educational Diagnostician will document parent refusal in the contact log, complete the Notice of Evaluation, Notice of Decision, complete the FBISD Ready/Willing/Able letter, and Consent Form documenting the parent's denial in allowing the school district to conduct the Initial Full Individual Evaluation under IDEA/Special Education.
- Documentation will then be given to the parent and locked in SuccessEd for documentation.
- The Educational Diagnostician/LSSP will notify through email to the CCC/Counselor that the parent has denied a Full and Individual Evaluation and the Dyslexia evaluation can continue through 504.
- If parent consents to an initial Full Individual Evaluation under IDEA/Special Education, the Educational Diagnostician will notify the Dyslexia Teacher.

- The Dyslexia Teacher will turn over all assessment information and protocols to the Educational Diagnostician.
- The Educational Diagnostician will send the referral packet to the Program Manager.

Frequently Asked Questions

1. *What if the parent refuses to attend the informed consent meeting under IDEA/504, how is that documented?*

   The Educational Diagnostician will still update the contact log, prepare the Notice of Evaluation, Notice of Decision, FBISD Ready/Willing/Able letter, and Consent Form. All paperwork will be sent home and uploaded/locked in SuccessEd for documentation purposes.

2. *Can a student receive intervention from the Dyslexia teacher during the initial FIE process until it is completed?*

   Yes, utilizing classroom data, the campus staff can create a plan to address phonics/reading. The data collection obtained from intervention will be beneficial not only to inform ongoing intervention, but the student's response to the interventions also assist the evaluators during the FIE process.

3. *Can the Dyslexia Teacher assist in the FIE process?*

   Yes, the dyslexia teacher can assist in the FIE process. The Dyslexia Teacher may be or previously have worked with the student and can provide data to inform the FIE (i.e., data points, work samples, observations)

4. *Is a screening for Dyslexia required before a referral for an FIE?*

   Although TEA requires universal screenings for all students in grades K as part of the early identification process, an individual screening or consultation is not required prior to parent or staff member requesting an evaluation. The *Student not identified as receiving special education services and/or student receiving 504 services* procedures should be implemented.

5. *Is it considered best practices with regard to least restrictive environment to assess for speech first, come back and consider dyslexia testing, and then, if needed, come back and assess for a learning disability?*

   No, the team must consider all of the data collected and look at the student's current learning profile in order to determine the type of evaluation the student needs to assess all areas of concern.

6. *What additional evaluations must be administered for ELL students?*

   Oral language proficiency should be evaluated. If the student has received instruction in English and Spanish, then all testing needs to be completed in both languages.

7. *If a student is speech impaired (or other disability categories other than LD) and Dyslexic, does the student need an IEP (goals/objectives for reading)?*

   No. The ARD committee should document that the student has been identified with Dyslexia or that the student has a reading disability that exhibits the characteristics consistent with Dyslexia. Since there are instructional implications as well as accommodations on the state assessment program for students with dyslexia, the identification should be addressed in the ARD deliberations.

8. *If a student is receiving special education services for a learning disability in reading and is also determined to have Dyslexia, does the student need an IEP (goals/objectives for reading)?*

   Yes. The components of reading instruction required for students with dyslexia/LD in Reading must be addressed in the IEP (goals/objectives):

   - Phonemic awareness instruction (detect, segment, blending, manipulating sounds) Graphophonemic knowledge (phonics) – words that carry meaning are made of sounds and the sounds are written with letters in the correct order
   - Language structure instruction that encompasses morphology, semantics, syntax, and pragmatics
   - Linguistic Instruction – proficient and fluency with patterns of language so words and sentences carry their meanings
   - Strategy-Oriented Instruction – strategies for decoding, encoding, word recognition, fluency, and comprehension.

9. *If a student qualifies for special education with a reading disability but the committee determines that the Dyslexia program in the general education setting is the best program for the student, who writes the IEPs?*

   The special education teacher will complete the IEPs in Success Ed with collaboration from the Reading Specialist. The Special Education teacher will continue to consult with the Reading Specialist to gather information to report progress on IEPs. The Special Education teacher is responsible for updating the student's IEPs.

10. *Can a student receive direct services from dyslexia and special education?*

    Yes. The appropriate teachers for a student who is receiving reading instruction through both special education and general education dyslexia should coordinate the services offered to this student. This collaboration model should include all teachers, both general education and specialized teachers, who teach reading (including reading in the content area) to ensure generalization of the methodology identified as the reading intervention. The ARD committee will need to determine the most appropriate environment for the student to receive the instruction.

11. *Who collects intervention data if the child is already identified as Special Education?*

    If the student is already receiving special education services, the special education service provider will hold a staffing to develop a plan for interventions and an ARD should be held to discuss the student's lack of progress in the area of reading or writing and discuss a plan for interventions. *RTI data is not required prior to conducting a Re-evaluation.*
    The special education services provider is responsible for gathering the data on the student's response to interventions. The progress monitoring data may be documented on the RTI/SST forms or other progress monitoring tools.

Limited English Proficient (LEP) – Culturally and Linguistically Diverse (CLD) Students for Specific Learning Disability, Intellectual Disability, and Other Health Impairment

The following information is a guideline for evaluating CLD students for Specific Learning Disability and/or Intellectual Disability and/or Other Health Impairment Evaluation. Determination of the evaluation battery is to be done on an *individualized* basis.

Goal of the Evaluation Process

To determine the level of academic skills and eligibility for CLD students in order to show benefit from the educational process.

Definitions

1. Culturally and Linguistically Diverse Students: Students with language, cultural, and dialectical differences. Students who vary in languages and modality of communication (i.e. regional dialects, augmentative communication, language differences) and whose culture varies from the mainstream of the community.
2. Native language: The term “native language,” when used with respect to an individual who is limited English proficient, means the language normally used by the individual or, in the case of a child, the language normally used by the parents of the child.

3. Specific Learning Disability: Is a disability that affects the child's ability to learn. Exposure to two languages is not the cause of the disability.

Full Individual and Initial Evaluation
The evaluation shall be conducted using procedures that are appropriate for the student's most proficient method of communication when possible.

Determination of Eligibility
Additional Requirements (in Evaluation, Eligibility Determination section)

Evaluations and other evaluation materials used to assess a child under this section:

(i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
(ii) Are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to provide or administer.

Special Rule for Eligibility Determination
In making a determination of eligibility a child shall not be determined to be a child with a disability if the determinant factor for such determination is Limited English proficiency:

- Monolingual Language Learner: A student who uses one language for communication purpose.

- Simultaneous Bilingual Language Learner: A student who uses two or more languages for functional purposes before the age of three.

- Sequential Bilingual Language Learner: A student who used one language for functional purposes before the age of three and after the age of three was introduced to a second language as a means of communication.

Dynamic Evaluation: Dynamic evaluation refers to a method involving a process of testing, teaching, and retesting a skill that was not demonstrated correctly in the evaluation process in order to measure the student's modifiability. If he/she learns the skill with minimal difficulty and minimal assistance from the teacher/clinician, a disorder in that particular area is questionable.

Basic Interpersonal Communication Skills (BICS): This is the face-to-face communication in daily discourse situations such as the student's level of conversation skills. (Cummins, 1984) Cummins suggests that it may take one to two years for an individual to become proficient in a language at the BICS level.

Cognitive/Academic Language Proficiency (CALP): This is the language proficiency used in the development of literacy skills or language needed to perform in the academic areas within the

classroom. (Cummins, 1984) Cummins suggests that it may take 5 to 7 years for an individual to become proficient in a language at the CALP level. Poor academic performance may reflect limited English proficiency rather than cognitive/ linguistic deficits.

Evaluation of Specific Learning Disability, Intellectual Disability, and Other Health Impairment
A comprehensive history of response to intervention and the Profile of Language Dominance and Proficiency sheet should be completed on each child during the SST process.

Monolingual Language Learners: Evaluation should be conducted in their home/native language If possible.

Simultaneous or Sequential Bilingual Language Learners will be tested first in English and then in their second language if possible as needed.

Generally, students in Spanish (bilingual) classes will need a Spanish evaluation if the majority of their instructional language is in Spanish. Students in English classes and identified as LEP will need to be evaluated in Spanish and English. Students in English classes and not identified as LEP, generally will need to be evaluated in English. If an ELL student appears to be dominant in English and no longer proficient in Spanish, the evaluation staff may have an interpreter have a conversation with the student in Spanish. If the student does not appear to comprehend Spanish, testing in English may be warranted.

Procedures for CLD Evaluations
Languages other than Spanish: Bilingual evaluations for languages other than Spanish are to be conducted with the assistance of an interpreter, if determined to be needed. To schedule the interpreter, call or email appropriate person to secure the interpreter, with the date, time, campus, and language needed for the evaluation. Please allow a two week notice prior to the date you wish to do the evaluation.

*** If a translator / interpreter is used for the administration of a test, remember the test is not normed in this fashion and may alter the validity of the results of the test administered --- use extreme caution when using interpreters. In addition, when using an interpreter, consideration should be made regarding the reporting of standard scores. ***

Spanish Re-evaluation
The campus evaluation specialist facilitates the SCORE meeting. English testing that is needed should be completed by the campus diagnostician or LSSP. If Spanish testing is needed, contact the Program Manager of Evaluation and Related Services and a bilingual evaluator will be assigned to the case. The bilingual evaluator's role will be to complete testing in areas that require Spanish and the bilingual evaluator will be responsible for writing up those respective sections. The campus evaluation specialist will write the majority of the report and the campus evaluation staff will work in

collaboration with the bilingual evaluation staff to determine conclusion and recommendations. The campus evaluation specialist is responsible for taking the lead on the collaborative FIE.

Procedures for Evaluations Conducted Using Alternate Forms of Communication

Any accommodations that are used during the evaluation process should be reported in the Full Individual Evaluation (i.e. accepted signed responses, utilized an augmentative communication device to respond). Standardized scores should not be reported. Criterion referenced scores may be used.

******If the a student identified as an ELL is being evaluated for a specific learning disability the evaluation staff must use the Cross Battery Approach (use the cross battery CD accompanied by the XBASS)*****

Limited English Proficient (LEP) – Culturally and Linguistically Diverse Students Speech Evaluation Process

Goal of the Evaluation Process

To determine the level of communication skills and eligibility for CLD students in order to show benefit from the educational process.

Definitions

1. Culturally and Linguistically Diverse Students: Students with language, cultural, and dialectical differences. Students who vary in languages and modality of communication (i.e. regional dialects, augmentative communication, language differences) and whose culture varies from the mainstream of the community.
2. Native language: The term "native language," when used with respect to an individual who is limited English proficient, means the language normally used by the individual or, in the case of a child, the language normally used by the parents of the child.
3. Definition of Speech/language Impairment: Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects the child's educational performance.
4. Communication Disorders and Variations (ASHA, 1993): "A communication disorder is an impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal, and graphic symbol systems." "Communication difference/dialect is a variation of a symbol system used by a group of individuals that reflects and is determined by shared regional, social, or cultural/ethnic factors. A regional, social, or cultural/ethnic variation of a symbol system should not be considered a disorder of speech or language."
5. Language-Learning Disability: A language disorder is a disability that affects the child's ability to learn any language. Exposure to two languages is not the cause of the disability. Bilingual children with language disorders will have difficulty learning English, Spanish, or any other language. Students should not be considered to have language learning disabilities if

"problems" are observed only in the English language. If a student is truly language-disordered, problems in communication should be evident in BOTH ENGLISH AND THE PRIMARY LANGUAGE (Roseberry-McKibbin 1995).

Full Individual Initial Evaluation

The evaluation shall be conducted using procedures that are appropriate for the student's most proficient method of communication.

Determination of eligibility

(3) Additional Requirements (in Evaluation, Eligibility Determination section)

(A) Evaluations and other evaluation materials used to assess a child under this section—

(i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;

(ii) Are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to provide or administer.

(5) Special Rule for Eligibility Determination—In making a determination of eligibility under paragraph (4) (A), a child shall not be determined to be a child with a disability if the determinant factor for such determination is-- (C) Limited English proficiency

- Monolingual Language Learner: A student who uses one language for communication purpose.
- Simultaneous Bilingual Language Learner: A student who uses two or more languages for functional purposes before the age of three.
- Sequential Bilingual Language Learner: A student who used one language for functional purposes before the age of three and after the age of three was introduced to a second language as a means of communication.
- Dynamic Evaluation: Dynamic evaluation refers to a method involving a process of testing, teaching, and retesting a skill that was not demonstrated correctly in the evaluation process in order to measure the student's modifiability. If he/she learns the skill with minimal difficulty and minimal assistance from the teacher/clinician, a disorder in that particular area is questionable.
- Basic Interpersonal Communication Skills (BICS): This is the face-to-face communication in daily discourse situations such as the student's level of conversation skills. (Cummins, 1984) Cummins suggests that it may take one to two years for an individual to become proficient in a language at the BICS level.
- Cognitive/Academic Language Proficiency (CALP): This is the language proficiency used in the development of literacy skills or language needed to perform in the academic areas within the classroom. (Cummins, 1984) Cummins suggests that it may take 5 to 7 years for an

individual to become proficient in a language at the CALP level. Poor academic performance may reflect limited English proficiency rather than cognitive/ linguistic deficits.

Language of Evaluation

A comprehensive language history interview should be completed on each child during the Campus Intervention process. Analysis of the answers to the questions on the language history flow chart will determine if the child is a monolingual, simultaneous, or sequential language learner.

- Monolingual Language Learners: Evaluation should be conducted in their home/native language. No language proficiency testing is needed.
- Simultaneous Bilingual Language Learners should be tested in both languages learned before age three. Language proficiency testing should be completed in both languages.
- Sequential Bilingual Language Learners should be tested in the native (first learned) language. Language proficiency testing should be completed if significant changes in L1 have been noted and performance in L2 is not as expected.

As a general rule, students in Spanish (bilingual) classes will need a Spanish evaluation. Students in English classes and identified as LEP will need to be evaluated in Spanish and English. Students in English classes and not identified as LEP, generally will need to be evaluated in English.

If an ELL student appears to be dominant in English and no longer proficient in Spanish, the SLP may have an interpreter have a conversation with the student in Spanish. If the student does not appear to comprehend Spanish, testing in English may be warranted.

Procedures for CLD Evaluations

1. Languages other than Spanish: Bilingual evaluations for languages other than Spanish are to be conducted with the assistance of an interpreter. To schedule the interpreter, call or email the Program Manager for Evaluation with the date, time, campus, and language needed for the evaluation. Please allow a two week notice prior to the date you wish to do the evaluation.
2. Spanish Evaluations (initial): The campus SLP will gather all of the RTI referral information, obtain consent, and complete a Ready for CLD Testing form. The campus SLP will include the Ready for CLD Testing form in the intervention/referral folder and send the referral folder with signed consent to the Program Manager for Evaluation and Related Services. The folder will then be assigned to a district-wide evaluation specialist who will then send the Ready for CLD Testing form to the bilingual evaluation team.
3. Spanish Re-evaluation: Speech checklist, ROWPVT, EOWPVT, and classroom observation are completed by the campus SLP with the interpreter assigned to the campus. English testing that is needed should be completed by the campus SLP. The Ready for CLD Testing form should be completed and emailed to the bilingual evaluation team when consent is obtained. Spanish testing is to be completed by the bilingual SLP who is assigned to the evaluation. The campus SLP is responsible for completing the evaluation report.

4. Procedures for Evaluations Conducted using alternate Forms of Communication: Any accommodations that are used during the evaluation process should be reported in the Full Individual Evaluation (i.e. accepted signed responses, utilized an augmentative communication device to respond). Standardized scores should not be reported. Criterion referenced scores may be used.

Guidelines for Evaluating CLD Students (Speech-Language Evaluation)
Determination of the evaluation battery is to be done on an *individualized* basis. The following information is a guideline only.

The instruments listed in this section are not a comprehensive list of instruments on the market. These instruments are available in Fort Bend ISD. When selecting evaluation instruments the student should be matched with the standardization sample based on sex, cultural factors, age, and linguistics.

All Initial Evaluations

1. Developmental history
2. BICS/CALP Teacher checklist
3. Pragmatic checklist
4. Oral Peripheral examination
5. Dynamic evaluation (see definition section)
6. Language sample

Monolingual Students	Use evaluation instruments in the student's native language. (I.e. if the child speaks only English, use English tests. If the child speaks only Spanish, test in Spanish.)
PPCD Age	(Simultaneous language learner) Test in both languages. (L1 and English)
PPCD Age	(Sequential language learner) Test in native language. Test in L2 as a supplement. Language Proficiency testing is recommended.

For Spanish speaking students, the following instruments are available.

Language

- EOWPVT-Bilingual edition;2;0 to 70+
- ROWPVT-Bilingual edition; 2;0 to 70+
- PLS5 Spanish Birth; Birth–7:11
- CASL or CELF is recommended for English language testing when testing in English and Spanish.

Articulation

- PLS5 Articulation Screener
- Arizona Articulation Test (use Fort Bend adaptation scoring form) 1.5-18
- SAM (Spanish Articulation Measure) 3 and up; Informal Data Gathering

- *Contextual Probes of Articulation Competence-Spanish* (CPAC-S) ; 3.0 and up
- Goldman Fristoe Test of Articulation; 2 - 21.11

*School Age: (Sequential language learner)
Test in native language. Test in L2 (second language) as a supplement. Establish eligibility based on native language or by analyzing characteristics common to both languages.

- Portfolio evaluation
- LPAC scores

Guidelines for Determining Eligibility
Language

1. Sequential language learners—eligibility should be determined based on the language skills in the native language. Communication deficits in L2 must also be present in L1.
2. Simultaneous language learners—eligibility should be determined based on the development of the languages learned before the age of three. Eligibility is not determined based on the student's language proficiency level. The student's communication competence should be derived through careful analysis of the case history and evaluation data.

Articulation

1. Sequential language learners—eligibility should be determined based on the articulation skills in the native language. (Not based on their English sound production). If articulation errors in the primary language do not exist, articulation impairment does not exist.
2. Simultaneous language learners—eligibility should be determined based on the sound development of the languages functionally used before age three.

Stuttering

1. Sequential language learners—determination of a stuttering disorder is based on the evaluation results from the native language.
2. Simultaneous language learners—determination of a stuttering disorder is based on the evaluation results in all languages learned before the age of three.

Language Proficiency (Speech-only Referrals)
Language proficiency testing should be completed for:

1. Initial evaluations of simultaneous language learners (simultaneous—meaning students who functionally used two languages before the age of three).
2. Sequential language learners who appear to exhibit minimal use of L1 and L2.
3. Proficiency testing is not necessary for articulation (only) referrals.

Language proficiency testing instruments may include:

1. Woodcock Munoz Language Survey

2. Woodcock Johnson Tests of Achievement - IV

Reliability for the younger-aged children is typically poor; therefore, these instruments should be completed in conjunction with the parent and teacher interview of language development. Parent and teacher interview should also be factored in the determination of proficiency for school age children as well.

For children who are too young for standardized proficiency testing, report the parent and teacher report of the percentages of usage of L1 and L2.

Speech CLD Re-Evaluations

Goal

To determine continued eligibility and/or present levels of academic and functional performance.

Reporting Progress

Standardized testing is NOT completed for the purpose of measuring progress. Progress cannot be measured w/ standardized scores. Measuring progress is done through criterion referenced testing, grades, weekly performance, therapy data, and the student's ability to access his/her curriculum.

Standardization Sample Population

Be cognizant of matching the student to the standardization sample of the instrument. If the student does NOT match the standardization sample, standardized scores should not be reported. ONLY report criterion references.

Preschool Program for Children with Disabilities (PPCD)
TEC 29.009, ECI Memorandum of Understanding

http://www.tea.state.tx.us/special.ed/mou/pdf/etmou.pdf

Fort Bend ISD offers a multi-disciplinary team approach to the evaluation for children, ages 3-5, who are NOT enrolled in public school.

3 is 3/Early Childhood Intervention (ECI)

IDEA requires children who are identified with a disability prior to age 3 referred by Part C/Early Childhood Intervention (ECI) to have an IEP developed by the child's 3rd birthday (this means ARD must be held and IEP in place prior to child's 3rd birthday). The impact of this rule on the Intake Assessment Team and ARD Committees is as follows:

1. A child's evaluation may require completion in less time than the 45-school day timeline.
2. A child's initial ARD may have to be held in less time than 30 days from the date the Full Individual Evaluation is completed.

When working with a child who is about to turn 3, the child's date of birth drives all timelines.

*Referrals received from Part C/Early Childhood Intervention (ECI) less than 90 days prior to the child's 3rd birthday do not apply and will follow regular referral timelines**.**

ECI Transition Meetings

Transition Meetings are held monthly with the ECI agencies. The meetings are held at the MR Wood Center for Learning or the ECI office. Interpreters are available. The Lead Speech Pathologist, Lead Diagnostician, and/or Lead LSSP present an overview of the evaluation process and initial ARD meeting to the parents who attend ECI Transition Meeting.

The purposes for these meetings are to:

- Inform the parents of the transition process from ECI services to public school services.
- Describe the continuum of PPCD services that Fort Bend ISD has available.
- Describe the evaluation process.
- Describe the ARD process.
- Address any questions that the parent has regarding this transition.

After the ECI Transition Meeting, the ECI referral information is submitted to FBISD by the ECI agency. FBISD staff process/upload the referral information and any additional documents to the Success Ed program. The Program Manager of Evaluation or designee reviews the referral information and assigns to the Early Childhood evaluation team for completion. The FIE must be completed and the ARD held prior to the child's 3rd birthday.

Since the child is not attending school, the evaluation team specialist will contact the parent to schedule the evaluation and obtain the following:

1. Provide the Notice of Evaluation.
2. Obtain consent for the evaluation (date stamped when received).
3. Review and provide the Notice of Procedural Safeguards (dated April 2016) and obtain a signed receipt.
4. Review and provide the Guide to the ARD Process and obtain a signed Parent/Guardian Acknowledgement Form.

- The evaluator will enter the date of consent and upload signed copies of the consent/receipts in Success Ed.

- Once the FIE is completed in Success Ed, the evaluator will email the Program Manager for Evaluation and Related Services or designee.
- The evaluation is submitted to the review team.
- The evaluator will notify the campus evaluation specialist of the FIE submitted to review team and third birthday due date.
- The lead evaluator will notify the Program Manager for PPCD for review of evaluation data to support possible placement in the PPCD program if needed.
- If the review team is in agreement per the rubric, the evaluator will lock the evaluation in Success Ed indicating it is final and complete.
- If the review team is not in agreement with the findings, the evaluator will receive a rubric from the review team with the specific clarifications/edits needed.
- When the edits are completed, the evaluator will email the Program Manager of Evaluation or designee so the edits can be reviewed.
- Once the evaluation is locked, the evaluator will notify the campus evaluation specialist staff to set up a staffing and ARD.
- The evaluator will staff with appropriate campus personnel to review the assessment results and assist with development of proposed PLAAFP and IEPs.
- The lead evaluator will obtain required FIE signatures and provide copies/file to campus.
- It is the evaluator's responsibility to review the FIE with the parent prior to the ARD. If the parent cannot be contacted, the team evaluator must notify the campus and plan to be present prior to the ARD meeting to review the FIE results with parent.

*If the student does not qualify (DNQ), the evaluator must attend the school staffing to explain the DNQ and offer specific information regarding recommended interventions and support.

**If the evaluation renders an eligibility of AU, ED, or OHI for ADHD, the evaluator must attend the school staffing. It is the responsibility of the initial team evaluator to complete the draft AU supplement, FBA, Behavior Intervention Plan and Behavior goals/objectives for the ARD if recommended.

*** If additional forms need to be generated or faxed, such as a physician form or consent to release information, the Initial Evaluator will complete this task.

Referrals (not from ECI) ages 3-5

Children ages 3-5 who are not enrolled in FBISD go through the Special Education Early Childhood Intake Center and screening process. When a parent contacts a campus and wants their 3-5 year old child referred for a Full Individual and Evaluation for special education, the campus should direct the parent to call the Intake Center appointment line at 281-634-1351. *Children with disabilities cannot begin attending FBISD until their 3rd birthday or at the date designated by an ARD committee.

When a parent/guardian calls the Intake Center, the staff member taking the call collects information including parent name, phone/email, child name/birthdate, and address. The staff member will verify

the child's address/home campus, schedule the screening appointment date, and will send the parent the Early Childhood Intake Packet. The parent will return this packet during their child's assigned screening appointment.

*Once a student enrolls in Prekindergarten or Kindergarten, and the student is suspected of having a disability, the campus based initial evaluation procedures are followed. Campuses **must** enroll students with suspected disabilities rather than deferring enrollment contingent upon referring the student to the Special Education Early Childhood Screening.

Early Childhood Screening Results

If it is determined that a Full Individual Evaluation is required, a Hearing and Vision screening is conducted by a FBISD Nurse at the screening location. A physician referral will be made and given to the parent if the child fails any portion of hearing and vision screening. The parent is responsible for the follow-up with a physician and providing results to the local education agency (LEA) so that the evaluation process can continue.

After the screening appointment, FBISD staff process/upload the referral information and any additional documents to the Success Ed program. The Program Manager of Evaluation or designee reviews the referral information and assigns to the Early Childhood evaluation team for completion. These students follow the same initial evaluation process for 3 is 3/ECI described earlier in this section with the **exception** of timeline requirements. Please refer to that section in this document.

Referrals (not from ECI) ages 3-5 follow the 45 school day initial timeline from the date of signed parental consent, as well as the special circumstances noted within the Initial Referral section in this document. An ARD committee meeting shall be held within 30 calendar days from the date of the completion of the Full and Individual Evaluation (FIE).

Additional Information - Head Start Agencies

Head Start agencies are federally funded programs. (They are not considered a private school.) Students attending Head Start who are not enrolled in a FBISD school who are suspected of having a disability may be referred to the FBISD Intake Center for an Initial Full Individual Evaluation.

Eligibility for this program includes:

- Age birth to 5
- Low income
- Foster children (regardless of income)
- 10% of the total enrollment is made available to children w/ disabilities (however this does not necessarily mean the students are IDEA eligible)

WRITTEN EVALUATION REPORTS

34 CFR § 300.311(a-b)

Multidisciplinary Team

A multidisciplinary team will conduct the evaluation. The team includes the child's parents as well as a group that is collectively qualified to conduct and interpret evaluation and intervention data, develop appropriate educational and transitional recommendations based on evaluation data, and deliver and monitor specifically designed instruction and services. Both a special education teacher and a general education teacher should be included on the team. If the student does not have a general education teacher, a general education teacher qualified to teach a child of the child's age should be included. Other professionals should be included as appropriate.

Observation

At least one member of the multidisciplinary team, other than the child's current teacher, who is trained in observation, shall observe the child in the learning environment, INCLUDING the regular classroom setting to document academic performance and behavior in the area of difficulty.

Written Report

The report must include information relevant to these areas:

1. Reason for Referral
2. Educational History
3. Interventions
4. Previous Evaluations, if any
5. Sociological
6. Physical
7. Language Dominance
8. Language Proficiency
9. Speech & Language Testing
10. Emotional/Behavioral
11. Intellectual
12. Achievement
13. Adaptive Behavior
14. Assistive Technology
15. Conclusions
16. Recommendations

INDEPENDENT EDUCATIONAL EVALUATION (Individual Educational Evaluation (IEE)

34 CFR § 300.502

"Independent Educational Evaluation" ("IEE") means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the child's education.

Right to an Independent Evaluation
A parent may seek an Independent Educational Evaluation ("IEE") at public expense if the parent disagrees with an evaluation obtained by the District. However, the District may initiate a special education hearing to show that its evaluation is appropriate. This can occur before an IEE is conducted or after the parent has obtained an IEE and is asking for reimbursement. If the final decision of the hearing officer is that the evaluation was appropriate, the parent still has the right to an independent evaluation, but not at public expense.

Number of IEEs
A parent is entitled to only one IEE at public expense each time the District conducts an evaluation. This would include the three-year re-evaluation or re-evaluations conducted more frequently. "Public expense" means that the District pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.

Criteria under Which Evaluation Must Be Obtained
When an IEE is conducted at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria the District uses when it conducts an evaluation, to the extent those criteria are consistent with the parents' right to an IEE.

Condition of Payment
The District will not pay for an IEE if the examiner, the evaluation, and/or the written report, do not meet District criteria and Texas Education Agency criteria for the specific disability evaluated.

Reasonable Cost Criteria
The District will pay a fee for IEE that allows a parent to choose from among the qualified professionals in the area.

The District will not pay unreasonably excessive fees. An unreasonably excessive fee is one that is 25% or more above the prevailing fees in the area (as established in the Medicaid/ Medicare Service Provider Manual) for the specific test being considered.

When service providers have a sliding scale fee based on parent income, the District will pay the amount charged to the parent.

In the event that a parent pursues an IEE independently, an original billing form must be submitted to the District prior to payment. Before reimbursement or direct payment is authorized, criteria must be met and written report received by the District.

Upon receipt of a request for payment of an unreasonably excessive fee or payment for an IEE which was not agreed upon by the District prior to the evaluation, the District may request a hearing to challenge the right of parents to be reimbursed.

Location of the Examiner
The examiner must be located within 50 miles of the District. This will permit the examiner to be accessible to the District if needed for further consultation.

Conditions for Waiver of Cost/Location Criteria
If a parent feels that an IEE that falls outside the District's cost and location criteria is justified by the child's unique circumstances underlying the request, the District will consider such a request.

Certifications and Licenses
Each IEE examiner must provide copies of his or her license(s) or certificates(s) prior to the completion of the IEE.

Conflict of Interest
The examiner must complete a conflict of interest form provided by the District. Payment will not be made until the district has received the conflict of interest form indicating whether the examiner has a personal monetary interest in any service or program recommended by the examiner.

Steps for Making a Request for an IEE
It is preferred that the parent or guardian make the request in writing to the Executive Director of Special Education. A request in writing is not required as a pre-condition of payment for an IEE, but is preferred in order to minimize any confusion or misinterpretation regarding the nature of the request. If the parent disagrees with the district Evaluation during the ARD meeting, the campus-based evaluator completes the Parent Procedure letter and give it to the parent. The letter requests the parent send all written requests to the Executive Director of Special Education. While a parent is not required to do so as a precondition for payment for an IEE, it would be helpful to the ARD Committee if the parent would explain the areas of disagreement with the district's evaluation and list assessment questions to be addressed by the IEE.

The Executive Director of Special Education will determine if the district will approve the request for the IEE or if not, the District must file a Due Process Hearing to defend the District's FIE.

Selection of Examiner
The District will provide the parent with a list of qualified independent evaluators already located by the District. Parents are free to ask the District to consider an evaluator not on the list to perform the IEE. If the parents select an examiner who is not on the District's list of qualified examiners, they should submit the name and vitae of the examiner in advance of conducting the IEE in order that the District may notify the parents whether the examiner is qualified to perform the IEE. If the parents fail to submit the name and vitae of the examiner prior to conducting the IEE, they risk non-payment if the examiner does not meet the District's criteria.

Parent-Initiated IEEs
The District will not consider a parent request for payment of a parent-initiated IEE unless the request is made within a reasonable time after receipt of the results of the evaluation. A reasonable time is defined as 90 calendar days.

The request will be presented to the ARD Committee for action.

Evaluation
The evaluation must be conducted in accordance with all applicable state and federal laws.

Teacher Reports
The examiner must consider data obtained from the student's teacher through consultation with the teacher or teacher reports.

Written Reports/Content
There shall be a written assessment report that addresses, at a minimum, the presence or absence of those symptoms or conditions included in the specific eligibility criteria for the category of disability for which the student is being assessed. The report shall include the type and severity of the impairment and the functional implications for the education process. The report must provide the ARD committee with sufficient information to determine whether the student is disabled and in need of special education services or not.

Timeline
An IEE, including a written report, shall be provided to the District within 30 school days from the date a request for an IEE is received by the qualified examiner and five days prior to the ARD meeting.

Content of Report
The report shall include the type and severity of the impairment and the functional implications for the education process. The report must provide the ARD committee with sufficient information to determine whether or not the student is disabled and in need of special education services.

Form of Report
In preparing a report, the examiner shall follow the format for assessment and determination of eligibility used by the District. Forms are available upon request.

Signatures on Report
All persons participating in the examination of the student must sign the report.

Consideration of Parent-Initiated IEEs
If the parent obtains an IEE at public expense or shares with the District an evaluation obtained at private expense, the District must consider the results of the evaluation, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child. The District's obligation to consider an IEE does not require the District to accept the IEE or its recommendations. Moreover, consideration by the ARD Committee of an IEE obtained at private expense does not make the District liable for payment of the IEE.

I – Referrals & Evaluations

ARD MEETINGS TO REVIEW EVALUATIONS

Scheduling ARD Meeting

1. The evaluation specialist notifies the campus that the Full Individual Evaluation is complete.
2. The campus schedules the ARD/IEP meeting, sends the Notice of ARD/IEP Meeting to the parent, and notifies other required participants.
3. It is recommended that a staffing be held prior to the ARD/IEP meeting to review the Full Individual Evaluation, draft IEP goals/objectives, and prepare for the Initial ARD meeting.
4. The campus should send the draft IEP goals/objectives to the parent at least 5 days prior to the ARD meeting to gather input or parent input can be gathered during the ARD process.
5. For **Initial Evaluations**, the Program Manager or Lead Diag/LSSP/SLP notifies the person who completed the evaluation along with the campus that the Full Individual Evaluation is complete.
6. For **Private School Students**: See information in the Private School / Home School section.
7. For **AI Students**: See information in the Auditory Impairment section.
8. For **VI Students**: See information in the Visual Impairment section.

Timeline for ARD Meeting

1. From the date the evaluation is completed, the district has **30 calendar days** to conduct the Initial ARD meeting unless...
2. The school district receives written consent signed by a student's parent or legal guardian for a full individual and initial evaluation of a student at least 35 but fewer than 45 school days before the last instructional day of the school year, then evaluation must be completed and the written report of the evaluation must be provided to the parent or legal guardian no later than June 30 of that year and the student's ARD committee shall meet not later than the **15th school day** of the following school year to consider the evaluation.

If a school district receives written consent signed by a student's parent or legal guardian less than 35 school days before the last instructional day of the school year or if the district receives the written consent at least 35 but fewer than 45 school days before the last instructional day of the school year but the student is absent from school during that period for three or more days, a written report of a full individual and initial evaluation shall be completed no later than the 45th school day following the date on which the school district receives signed, parental consent and except that the timeframe can be extended by the number of school days equal to the number of school days during that period that the student was absent. In addition, the Initial ARD meeting must be held within 30 calendar days from the date of the completed report.

Section 2

INSPIRE • EQUIP • IMAGINE

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The Fort Bend Independent School District, an Equal Opportunity Educational Provider and Employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age, military status, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions. Additionally, the District does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a com plaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities. Policies DAA, DIA

II – Disabilities

Table of Contents

TABLE OF CONTENTS 2000
GENERAL INFORMATION 2001
AUDITORY IMPAIRMENT (AI) 2002
AUTISM (AU) OR OTHER PERVASIVE DEVELOPMENTAL DISORDER 2003
DEAF-BLINDNESS (DB) 2004
EMOTIONAL DISTURBANCE (ED) 2006
INTELLECTUAL DISABILITY (ID) 2007
MULTIPLE DISABILITIES (MD) 2008
NON-CATEGORICAL EARLY CHILDHOOD (NCEC) 2009
ORTHOPEDIC IMPAIRMENT (OI) 2011
OTHER HEALTH IMPAIRMENT (OHI) 2012
SPECIFIC LEARNING DISABILITY (SLD) 2013
SPEECH IMPAIRMENT (SI) 2016
TRAUMATIC BRAIN INJURY (TBI) 2017
VISUAL IMPAIRMENT (VI) 2018

II – Disabilities

GENERAL INFORMATION

20 U.S.C. § 1401(3); 34 CFR §§ 300.8, 300.301-300.306 (Evaluations and Reevaluations), 300.307-300.311 (Additional Procedures for Identifying Children with Specific Learning Disabilities), and 300.122; TEC §29.003; 19 TAC §§ 89.1040 (Eligibility Criteria), 89.1050 (The Admission, Review, and Dismissal Committee)

Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes and rules, school policies and procedures, and this Special Education Administrative Procedures.

Eligibility Determination

To be eligible to receive special education services, a student must be a "child with a disability." To qualify as a "child with a disability," a student must have been determined to:

1. have met the definition of one or more of the disabilities listed in federal regulations, state law, or both; **and**

2. need special education and related services as a result of the disability or disabilities.

The provisions in this Section specify criteria to be used in determining whether a student's condition meets one or more of the definitions in federal regulations or in state law. A student must be assessed in all areas of suspect disability.

The student's Admission, Review, and Dismissal Committee (ARDC) make the determination of whether a student is eligible for special education and related services. Any evaluation or re-evaluation of a student shall be conducted in accordance with all applicable law. The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility must include, but is not limited to, the following:

1. A licensed specialist in school psychology (LSSP), an educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability; or

2. A licensed or certified professional for a specific eligibility category.

The student's disability condition must be documented in the Full and Individual Evaluation (FIE) and in the ARD/IEP report. There must be an Eligibility Report for each disability condition in the ARD/IEP reports. These reports must be kept in the eligibility file as well as the file kept by the school personnel.

AUDITORY IMPAIRMENT **(AI)**

34 CFR § 300.8(c) (3), (5); 19 TAC §§ 89.1040(c) (3), 89.1050(b), 89.1050(c) (3) (B); TEC § 29.310(c)

A student with an auditory impairment is one who has been determined to meet the criteria for deafness as stated in 34 CFR § 300.8(c)(3), or for hearing impairment as stated in 34 CFR § 300.8(c)(5).

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Evaluation Procedures
The procedures and materials used for the assessment and placement of the child who is deaf or hard of hearing must be in the child's preferred mode of communication.

The evaluation data reviewed by the multidisciplinary team in connection with the determination of a student's eligibility based on an auditory impairment must include:

1. An otological examination performed by an Otolaryngologist (or by a licensed medical doctor with documentation that an Otologist is not reasonably available);
2. An audiological evaluation by a licensed audiologist shall also be conducted; and
3. The evaluation data shall include a description of the implications of the hearing loss for the student's hearing in a variety of circumstances with or without recommended amplification.
4. A communication evaluation report provided by a speech-language pathologist, a person certified in deaf education, or another qualified individual. The communication evaluation should determine the student's ability to use a variety of modes of communication such as sigh language, speech, speech reading or finger spelling.

Admissions, Review, and Dismissal Committee (ARDC)
For a student with a suspected or documented auditory impairment, the ARDC must include a teacher who is certified in the education of students with auditory impairments.

Students (0-2)
For a student from birth through two years of age with visual and/or auditory impairments, an individualized family services plan (IFSP) meeting must be held in place of an ARD committee meeting in accordance with 34 CFR §§ 300.320-300.325, and the memorandum of understanding between the Texas Education Agency and the Department of *Assistive and Rehabilitative Services*. For students three years of age and older, school districts must develop an IEP.

AUTISM (AU) OR OTHER PERVASIVE DEVELOPMENTAL DISORDER

34 CFR §300.8(c) (1); 19 TAC § 89.1040(c) (1)

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. A child who manifests the characteristics of autism after age 3 could be identified as having autism if he or she meets the other eligibility criteria. A student does not qualify as a child with autism if his educational performance is adversely affected primarily because the child has an educational disturbance, as defined in 34 CFR § 300.8(c)(4).

A student who has autism is one who has been determined to meet the criteria for autism as stated in 34 CFR § 300.8(c) (1) by a multidisciplinary team. Students with pervasive developmental disorders are included under this category. Thus, the multidisciplinary team must determine that the student:

1. has a developmental disability significantly affecting verbal and nonverbal communication and social interaction; and

2. the developmental disability affecting verbal and nonverbal communication and social interaction must have an adverse effect on the child's educational performance.

The team's written report of evaluation shall include specific recommendations for behavioral interventions and strategies.

DEAF-BLINDNESS (DB)

34 CFR §300.8(c) (2); 19 TAC §§ 89.1040(c) (2), 89.1050(b), 89.1050(c) (3) (C); TEC § 29.310(c)

Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Evaluation Procedures
The procedures and materials used for the assessment and placement of the child who is deaf or hard of hearing must be in the child's preferred mode of communication. The evaluation data reviewed by the ARDC in connection with the determination of the child's disability based on deaf-blindness must comply with the evaluation procedures of Auditory Impairment and Visual Impairment.

Eligibility Criteria
A student with deaf-blindness is one who has been determined to meet the criteria for deaf-blindness in 34 CFR § 300.8(c) (2). A student with deaf-blindness is one who, based on the evaluations specified in 34 CFR §§ 300.8(c) (3) (Auditory Impairment) and 300.8(c) (12) (Visual Impairment):

1. Meets the eligibility criteria for auditory impairment in 34 CFR § 300.8(c)(3) and visual impairment in 34 CFR §§ 300.8(c) (12);

2. Meets the eligibility criteria for a student with a visual impairment and has a suspected hearing loss that cannot be demonstrated conclusively, but a speech/language therapist, a certified speech and language therapist, or a licensed speech language pathologist indicates there is no speech at an age when speech would normally be expected;

3. Has documented hearing and visual losses that, if considered individually, may not meet the requirements for auditory impairment or visual impairment, but the combination of such losses adversely affects the student's educational performance; or

4. Has a documented medical diagnosis of a progressive medical condition that will result in concomitant hearing and visual losses that, without special education intervention, will adversely affect the student's educational performance.

Admissions, Review, and Dismissal Committee (ARDC)
For a student with a suspected or documented deaf-blindness, the ARDC must include a teacher who is certified in the education of students with auditory impairments and a teacher certified in the education of students with visual impairments.

Students (0-2)

For a student from birth through two years of age with visual and/or auditory impairments, an individualized family services plan (IFSP) meeting must be held in place of an ARD committee meeting in accordance with 34 CFR §§ 300.320-300.325, and the memorandum of understanding between the Texas Education Agency and the Department of *Assistive and Rehabilitative Services*. For students three years of age and older, school districts must develop an IEP.

EMOTIONAL DISTURBANCE (ED)

34 CFR § 300.8(c) (4); 19 TAC 89.1040(c) (4); 22 TAC § 465.38(1) (C); TX Occupations Code § 501.503

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors.

2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

3. Inappropriate types of behavior or feelings under normal circumstances.

4. A general pervasive mood of unhappiness or depression.

5. A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under 34 CFR § 300.8(c) (4) (i).

Admission, Review, and Dismissal Committee (ARDC)
The assessment of emotional or behavioral disturbance, for educational purposes, using psychological techniques and procedures is considered the practice of psychology. A person commits an offense if the person engages in the practice of psychology or represents that the person is a psychologist in violation of the Occupations Code.

Evaluation Procedures
A student with an emotional disturbance is one who has been determined to meet the criteria for emotional disturbance as stated in 34 CFR § 300.8(c) (4).

The written report of evaluation shall include specific recommendations for behavioral supports and interventions. The written report of evaluation should also include:

1. The type and severity of the emotional disturbance;
2. The functional implications of the disability for situations involving instruction; and

The degree to which in-school and out-of-school behavior reflects symptoms consistent with the diagnosis and identification of behavior considered to be a direct result of the emotional disability.

INTELLECTUAL DISABILITY (ID)

34 CFR § 300.8(c) (6); 19 TAC § 89.1040(c) (5)

Intellectual Disability means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Evaluation Procedures
The evaluation data reviewed by the ARDC must include:

1. a standardized individually administered test of cognitive ability; and
2. adaptive behavior assessment in at least two of the following areas: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, and safety.

Evaluation Criteria
A student with an intellectual disability is one who has been determined to meet the criteria for intellectual disability as stated in 34 CFR § 300.8(c)(6). In meeting the criteria stated in 34 CFR § 300.8(c)(6), a student with an intellectual disability is one who has been determined to have significantly sub-average intellectual functioning that:

1. is measured by a standardized, individually administered test of cognitive ability in which the overall test score is at least two standard deviations below the mean, when taking into consideration the standard error of measurement of the test; and

2. concurrently exhibits deficits in at least two of the following areas of adaptive behavior:
    a. communication;
    b. self-care;
    c. home living;
    d. social/interpersonal skills;
    e. use of community resources;
    f. self-direction;
    g. functional academic skills;
    h. work;
    i. leisure;
    j. health;
    k. safety; and

3. is manifested during the developmental period; and

4. adversely affects the child’s educational performance.

MULTIPLE DISABILITIES (MD)

34 CFR §300.8(c) (7); 19 TAC § 89.1040(c) (6)

Multiple disabilities means concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities do not include deaf-blindness.

A student with multiple disabilities is one who has been determined to meet the criteria for multiple disabilities as stated in 34 CFR § 300.8(c) (7).

In meeting the criteria stated in 34 CFR 300.8(c) (7), a student with multiple disabilities is one who has a combination of disabilities defined in 19 TAC § 89.1940 and who meets all of the following conditions:

1. the student's disability is expected to continue indefinitely; and

2. the disabilities severely impair performance in two or more of the following areas:
    a. psychomotor skills;
    b. self-care skills;
    c. communication;
    d. social and emotional development; or
    e. cognition.

Students who have more than one of the disabilities defined in Section 89.1040 but who do not meet the above criteria shall not be classified or reported as having multiple disabilities.

Full and Individual Evaluation (FIE) Requirements
The FIE must include the eligibility report for multiple disabilities and the specific eligibility reports for the two or more disabilities.

NON-CATEGORICAL EARLY CHILDHOOD (NCEC)

19 TAC § 89.1040(c) (13)

Under IDEA, younger students (ages 3-9) may be eligible for special education and related services under a broader category called "Developmental Delay." In Texas, this category is called Non-Categorical Early Childhood (NCEC).

Evaluation Procedures

The child must be assessed in all areas of suspected disability. The Admission, Review, and Dismissal Committee ("ARDC") that collects or reviews evaluation data in connection with the determination of the child's eligibility based on non-categorical must include the applicable members for intellectual disability, emotional disturbance, specific learning disability, or autism. The evaluation data reviewed by the ARDC in connection with that determination of the child's disability based on non-categorical must comply with the applicable evaluation procedures of auditory impairment and visual impairment.

A student may be described as NCEC if the child:

1. is between the ages of three to five; and
2. has been evaluated as having intellectual disability, emotional disturbance, a specific learning disability, or autism.

***If NCEC is being utilized as the eligibility criteria, it MUST be noted as the Primary Disability in the ARD Document.*

Additional FBISD Guidance

What does that mean?

In Texas, a child under the age of six that meets eligibility criteria with the disability of ID, ED, LD, or AU could qualify for this category of disability.

When would it be used?

This criterion is typically used when a child meets the eligibility criteria, but it is the opinion of the evaluation team that there may be other factors contributing to the child's functioning. An example of this is a child who is evaluated at age three and prior to the evaluation the child may have had limited experiences outside of the home setting. Evaluation data indicates the child is functioning in the range of an intellectual disability, however the evaluators cannot determine the extent to which the limited experiences are contributing to the child's current functioning. Therefore, the evaluation team may determine that NCEC is the primary disability.

When must you reevaluate?

The eligibility criteria in 19 TAC § 89.1040(13) states that this eligibility category is only appropriate if the child is between three and five years of age. This means that the child must be reevaluated and have an ARD prior to the child's sixth birthday regardless of whether the three-year reevaluation is due.

How do I keep track of this?
You must review the student rosters at your campus and determine which students have the non-categorical eligibility. You need to keep track of this information and make sure you get it done! If a PEIMS report is run and a child turns six and is NCEC it will produce a fatal error. At that point, you will be notified from the special education office that the evaluation is overdue.

Must I complete an Autism supplement if the child is non-cat AU?
Yes. The child is regarded as having the condition of autism so the supplement is required.

ORTHOPEDIC IMPAIRMENT (OI)

34 CFR § 300.8(c) (8); 19 TAC § 89.1040(c) (7)

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

A student with an orthopedic impairment is one who has been determined to meet the criteria for orthopedic impairment as stated in 34 CFR § 300.8(c)(8). The multidisciplinary team must determine that the student: (1) has a severe orthopedic impairment (2) that adversely affects the child's educational performance.

Admission, Review, and Dismissal Committee (ARDC)
The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility based on an orthopedic impairment must include a licensed physician.

OTHER HEALTH IMPAIRMENT (OHI)

34 CFR § 300.8(c) (9); 19 TAC § 89.1040(c) (8)

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

1. is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
2. adversely affects a child's educational performance.

A student with an other health impairment is one who has been determined to meet the criteria for other health impairment due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette's Disorder as stated in 34 CFR § 300.8(c) (9).

Admission, Review, and Dismissal Committee (ARDC)
The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility based on other health impairment must include a licensed physician.

SPECIFIC LEARNING DISABILITY (SLD)

34 CFR §§ 300.8(c) (10), 300.307-300.311; 19 TAC § 89.1040(c) (9)

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

> *Disorders not included*: Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Prior to and part of the evaluation, and in order to ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics, the following must be considered:

1. Data that demonstrates the child was provided appropriate instruction in reading (as described in 20 USC, 6368 (3), and/or mathematics within general education settings delivered by qualified personnel; and
2. Data-based documentation of repeated assessments of achievement at reasonable intervals reflecting formal evaluation of student progress during instruction. Data-based documentation of repeated assessments may include, but is not limited to, Response to Intervention (RTI) progress monitoring results, in-class tests on grade level curriculum, or other regularly administered assessments. Intervals are considered reasonable if consistent with the assessment requirements of a student's specific instructional program.
3. A student with a specific learning disability is one who:
   a. Has been determined through a variety of assessment tools and strategies to meet the criteria for a specific learning disability and
   b. Does not achieve adequately for the child's age or meet state-approved grade level standards in oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, mathematics calculation or mathematics problem solving when provided appropriate instruction, as indicated by performance on multiple measures such as in class tests; grade average over time; norm or criterion referenced tests, statewide assessments; or a process base on the child's response to scientific, research based intervention and
      (I) does not make sufficient progress when provided a process based on the child's response to scientific, research based intervention (as defined in 20 USC, 7801 (37), as indicated by the child's performance relative to the performance of the child's peers on repeated, curriculum based assessments of achievement at reasonable intervals, reflecting student progress during classroom instruction or

(II) exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, grade-level standards, or intellectual ability, as indicated by significant variance among specific area of cognitive function, such as working memory and verbal comprehension, or between specific areas of cognitive function and academic achievement.

Fort Bend ISD Criteria for Specific Learning Disabilities

Fort Bend ISD has adopted the Modern Operational Definition and the "Dual Discrepancy/Consistency Model" of SLD (both of which are featured in Flanagan, D.P., Ortiz, S.O., & Alfonso, V.C. (2013) Essentials of Cross Battery Assessment 3rd edition, Wiley and Sons). This model is widely accepted as a best practice in the identification of SLD and is based on multiple sources of literature and research (e.g., Kavale & Forness, 2000; Kavale et al., 2009; Berninger. 2001; Feifer 2012; Fletcher - Janzen & et al., 2001; Geary, Hoard, & Bailey, 2001); Hale & Fiorello, 2004; Hale et al., 2011; McClosky et al., 2012; Naglieri, 2011; Reynlods & Shaywitz, 2009; Siegal, 199; Stanovich, 1999; Vellutino, Scanlon, & Lyon, 2000).

There are six (6) diagnostic markers for SLD. Each one of the following markers needs to be present to make a SLD edibility determination.

1. **A significant academic impairment**. The student needs to have significant difficulties in an academic area of eligibility based on multiple sources. While a deficient standardized score is necessary, other supporting data is necessary to corroborate the difficulty (grades, STAAR, CBA, data from supplemental interventions etc.).
2. **A significant cognitive impairment**. According to IDEA, SLD is defined as "A disorder in one or more of the basic psychological processes" (300.8(c) (10) (i)). According to the CHC Theory of Human Cognitive Abilities, there are seven (7) broad cognitive areas (Gs): Fluid Reasoning, Long Term Retrieval, Short Term Retrieval, Processing Speed, Crystallized Intelligence, Visual-Spatial, and auditory processing.
3. **Generally average ability to think and reason**. Individuals with SLD are of average or better overall cognitive ability, but have a "specific" area of disability. SLD is not an appropriate eligibility for those students who have learning difficulties for reasons other than specific cognitive dysfunction. Global Learning Deficit has never been an eligibility category in Texas. A student with SLD should be able to perform academically at a level close to her/her typically achieving peers when provided with individualized instruction, as well as appropriate accommodations and instructional modification. Additionally, students with SLD should possess the ability to learn compensatory strategies and apply them independently, which often requires higher level thinking and reasoning. Specific software tools are utilized for the process of determining this marker. Overall, it must be determined that he student has a generally average ability to think and reason. This also could be evidenced by typical performance in areas outside of those under consideration for SLD.

4. **Consistency between academic and cognitive impairments**. This is where the determination is made that the cognitive impairment (marker #2) is likely the primary cause of the academic impairment (marker #1). For example, Ga (phonetic coding) links to a disability in basic reading but not math calculation. However, a deficit in auditory processing could be a likely cause of impairment in Basic Reading Skills, as research and data strongly support a linkage between those two areas. This consistency would be further supported by classroom data and evidence pointing towards the primary cause.
5. **The cognitive impairment is domain specific**. SLD is a vertical problem, not horizontal. The cognitive impairment (marker #2) is different from the other cognitive areas, and stands out. We must determine whether the cognitive impairment is significantly different from the intact abilities and if the degree of the difference is rare and unusual.
6. **Evidence of unexpected underachievement**. The area of academic impairment is significantly different from what would be expected considering the overall cognitive ability of the student.

Role of the Evaluation Staff

- Diagnostician/LSSP/SLP: trained to interpret test results. While tests provide a lot of necessary information, they are not the only factor in determining eligibility.
- Teachers: provide ecological data and information not again from standardized measures**.**

SPEECH IMPAIRMENT (SI)

34 CFR, §300.8(c) (11) (Speech or Language Impairment); 19 TAC § 89.1040(c) (10) (Speech Impairment)

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

A student with a speech impairment is one who has been determined to meet the criteria for speech or language impairment as stated in 34 CFR §300.8(c) (11).

Admission, Review, and Dismissal Committee (ARDC)
The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility based on a speech impairment must include:

a. a certified speech and hearing therapist;
b. a certified speech and language therapist; or
c. a licensed speech/language pathologist.

TRAUMATIC BRAIN INJURY (TBI)

34 CFR § 300.8(c) (12); 19 TAC § 89.1040(c) (11)

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

A student with a traumatic brain injury is one who has been determined to meet the criteria for traumatic brain injury as stated in 34 CFR § 300.8(c) (12).

Admission, Review, and Dismissal Committee (ARDC)
The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility based on a traumatic brain injury must include a licensed physician, in addition to the licensed or certified practitioners specified in 19 TAC § 89.1040(b)(1).[1]

[1] 19 TAC 89.1040(b)(1) provides, in part, that the "multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility must include, but is not limited to, the following: (1) a licensed specialist in school psychology (LSSP), an educational diagnostician, or other appropriately certified practitioner with experience and training in the area of the disability; or (2) a licensed or certified professional for a specific eligibility category… ."

VISUAL IMPAIRMENT (VI)

34 CFR § 300.8(c) (13); 19 TAC §§ 89.1040(c) (12), 89.1050(b), 89.1050(c) (3) (A); TEC § 30.002(c-1) (2)

Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Evaluation Procedures
A student with a visual impairment is one who has been determined to meet the criteria for visual impairment as stated in 34 CFR § 300.8(c) (13). The visual loss should be stated in exact measures of visual field and corrected visual acuity at a distance and at close range in each eye in a report by a licensed ophthalmologist or optometrist. The report should also include prognosis whenever possible. If exact measures cannot be obtained, the eye specialist must so state and provide best estimates.

In meeting the criteria stated in 34 CFR 300.8(c) (13), a student with a visual impairment is one who:

1. has been determined by a licensed ophthalmologist or optometrist:

    a. to have no vision or to have a serious visual loss after correction; or

    b. to have a progressive medical condition that will result in no vision or a serious visual loss after correction; and

2. has been determined by the following evaluations to have a need for special services:

    a. a functional vision evaluation by a professional certified in the education of students with visual impairments or a certified orientation and mobility specialist;

        i. The evaluation must include:
            - the performance of tasks in a variety of environments requiring the use of both near and distance vision; and
            - recommendations concerning the need for a clinical low vision evaluation.

    b. a learning media assessment by a professional certified in the education of students with visual impairments; and

        i. The learning media assessment must include:
            - recommendations concerning which specific visual, tactual, and/or auditory learning media are appropriate for the student; and
            - whether or not there is a need for ongoing evaluation in this area.

c. an orientation and mobility evaluation conducted by a person who is appropriately certified as an orientation and mobility specialist.[2]

    i. The orientation and mobility evaluation must be conducted in a variety of lighting conditions and in a variety of settings including the student's home, school, and community and in settings unfamiliar to the student

Functionally Blind

A student with a visual impairment is one who has been determined to meet the criteria for visual impairment as stated in 34 CFR § 300.8(c) (13) based upon the preceding evaluations. A student with a visual impairment is functionally blind if, based on the functional vision evaluation and the learning media assessment, the student will use tactual media (which includes Braille) as a primary tool for learning to be able to communicate in both reading and writing at the same level of proficiency as other students of comparable ability.

Admission, Review, and Dismissal Committee (ARDC)

A person who is appropriately certified as an orientation and mobility specialist must participate, as part of a multidisciplinary team, in evaluating data used in making the determination of the student's eligibility as a student with a visual impairment. In addition, for a student with a suspected or documented visual impairment, the ARDC must include a teacher who is certified in the education of students with visual impairments.

Re-evaluation Requirements

The scope of any re-evaluation of a student who has been determined, after the full and individual evaluation, to be eligible for the district's special education program on the basis of a visual impairment must be determined, in accordance with 34 CFR §§ 300.303-300.311, by a multidisciplinary team that includes an appropriately certified orientation and mobility specialist.

Students (0-2)

For a student from birth through two years of age with visual and/or auditory impairments, an individualized family services plan (IFSP) meeting must be held in place of an ARD committee meeting in accordance with 34 CFR §§ 300.320-300.325, and the memorandum of understanding between the Texas Education Agency and the Department of *Assistive and Rehabilitative Services*. For students three years of age and older, school districts must develop an IEP.

[2] This requirement along with the requirements in the "Admission, Review, and Dismissal Committee (ARDC)" as well as the requirements involving an appropriately certified orientation mobility specialist found in the "Re-Evaluation Requirements" Section herein took effect beginning with the 2014-2015 school year. *See* 19 TAC § 89.1040(B)-(E).

Section 3

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The Fort Bend Independent School District, an Equal Opportunity Educational Provider and Employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age, military status, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions. Additionally, the District does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a com plaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities. Policies DAA, DIA

III – Related & Instructional Services

Table of Contents

TABLE OF CONTENTS **3001**

GENERAL INFORMATION **3003**

RELATED SERVICES DEFINED *3003*
Types of Related Services *3003*
Exclusions *3004*
Need for Related Services *3004*
Relationship to IDEA Eligibility *3004*
IEP Requirements *3004*
Amount of Services *3004*
"Best Practices" *3005*

RELATED SERVICES **3006**

AUDIOLOGICAL SERVICES 3007
Frequently Asked Questions *3007*

COUNSELING SERVICES **3012**

Counseling Evaluations *3012*
Developing and Implementing IEPs *3012*
Data Collection *3012*
Entering Data into Success Ed *3012*
Frequently Asked Questions *3012*

EARLY IDENTIFICATION AND ASSESSMENT OF DISABILITIES IN CHILDREN **3014**

SCHOOL HEALTH SERVICES 3015
Referral for Evaluation *3015*
Referral of a student not in Special Education *3015*
Referral of a student in the evaluation process or a student already served in special education *3015*
Annual ARD Meetings *3015*
IN-HOME/COMMUNITY-BASED/PARENT TRAINING (IH/CB/PT) SERVICES 3016
Parent Counseling and Training *3016*
In Home/Community Based Training *3017*
Parent/Family Training and Support *3017*
Role of ARD Committee *3017*
IH/CB/PT Evaluations *3017*
Procedures for Providing IH/CB/PT Services *3018*
Parent Training Service Delivery *3018*
Documenting Progress toward In-Home/Community Based/Parent Training IEPS and Services *3019*
INTERPRETING SERVICES 3020
Provision of Interpreting Services *3020*
Types of Interpreting *3020*

OCCUPATIONAL THERAPY & PHYSICAL THERAPY **3024**

Occupational Therapy *3024*
Physical Therapy *3024*
Purpose of Occupational and Physical Therapy in the School Setting *3024*
School-Based Therapy vs. Clinical Therapy *3024*
Referrals for Therapy Services *3025*
Service Delivery *3025*
OT/PT Screenings *3026*
Evaluation Process *3026*
Transfer Students *3026*
ARD Meetings *3027*

Dismissal from Services *3027*
RECREATION 3028
REHABILITATION COUNSELING SERVICES 3028
SOCIAL WORK SERVICES IN SCHOOLS 3029
TRANSPORTATION 3029
Need for Service *3029*
Dismissal from Service *3029*
Procedures *3029*
Change of Address *3030*

INSTRUCTIONAL SERVICES 3031

ADAPTED PHYSICAL EDUCATION (ADPE) SERVICES 3031
General IDEA Requirements *3031*
Physical Education *3031*
Purpose of Adapted Physical Education (AdPE) Services *3032*
Referrals for AdPE Services *3032*
Service Delivery *3032*
Student not identified with Special Education Services *3033*
Referral for a student in the initial evaluation process *3033*
Stand-alone evaluation *3033*
Three Year Reevaluations *3033*
Transfer Students *3033*
ARD Meetings *3033*
Dismissal from Services *3034*
AUDITORY IMPAIRMENT (AI) INSTRUCTION 3034
Purpose of Instructional Services for Students with Auditory Impairment *3034*
Referrals and Screenings for AI *3034*
Continuum of Services for Students with Auditory Impairments *3034*
Information for AI ARDS *3035*
SPEECH-LANGUAGE THERAPY 3037
Purpose of Speech- Language therapy in the School Setting *3037*
Examples of Types of Speech-Language Disorders *3037*
Continuum of Speech Therapy Services *3039*
Dismissal from Speech Therapy *3039*

VISUALLY IMPAIRED (VI) INSTRUCTION 3040

Purpose of Instructional Services for students with Visually Impairments (VI) *3040*
Referrals for VI or O&M Services *3040*
Service Delivery *3041*
Ordering Textbooks for the Visually Impaired (Large Print and Braille) *3041*
Referral for a Student in the Initial Evaluation Process (VI and O&M) *3042*
Standalone Evaluation *3042*
Three Year Reevaluations *3042*
Transfer Students *3042*
ARD Meetings *3043*
Dismissal from Services *3043*
Dismissal Process *3043*

III – Related & Instructional Services

GENERAL INFORMATION

34 CFR § 300.34; TEC § 29.002

"Related services are a support to the commitment that all students with disabilities have available to them a free appropriate public education with special education services designed to meet their specific needs. Some students may need related services to meet their individually designed special education goals. The need for related services is considered during the student's admission, review, and dismissal (ARD) in the review and discussion of the student's evaluation and ongoing assessment data. An ARD committee's decisions regarding the need for related services to support educational goals must be clearly identified in the student's individualized education program (IEP)." - Texas Education Agency

RELATED SERVICES DEFINED

34 CFR § 300.34(a); TEC § 29.002

The Individuals with Disabilities Education Act (IDEA) defines *"related services"* as developmental, corrective, and other supportive services that are required to assist a child with a disability to benefit from special education (300.34).

The Texas Education Code defines *"special services"* as:

(1) special education instruction, which may be provided by professional and supported by paraprofessional personnel in the regular classroom or in an instructional arrangement described by Section 42.151; and

(2) related services, which are developmental, corrective, supportive, or evaluative services, not instructional in nature, that may be required for the student to benefit from special education instruction and for implementation of a student's individualized education program.

Types of Related Services

34 CFR § 300.34(a)

Related services include, but are not limited to:

- Interpreting services;
- Physical and occupational therapy;
- Recreation, including therapeutic recreation;
- Early identification and assessment of disabilities in children;
- Counseling services, including rehabilitation counseling;
- Orientation and mobility services;
- Medical services for diagnostic or evaluation purposes;
- School health services and school nurse services;
- Social work services in schools; and
- Parent counseling and training.

Services not mentioned above may qualify as related services if they are necessary for a child to benefit from special education. 71 Fed. Reg. 46,569 (2006).

Exclusions

34 CFR § 300.34(b)

The IDEA specifically excludes from related services a medical device that is surgically implanted (e.g., cochlear implant), the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device.

However, this exclusion does not:

- Limit the right of a child with a surgically implanted device to receive related services that are determined by the ARD Committee to be necessary for the child to receive FAPE;
- Limit the responsibility of the District to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school; or
- Prevent the routine checking of an external component of a surgically implanted device to make sure it's functioning properly, as required by 34 CFR § 113(b).

Need for Related Services

Each child's need for related services must be determined on an individual basis as part of the IEP process and must be based on an assessment of the child's individual needs. *See Letter to Ackerhalt*, 60 IDELR 21 (OSEP 2012). The ARD Committee must include a particular service as a related service in an IEP when that service is necessary for the student to benefit from special education.

Relationship to IDEA Eligibility

34 CFR 300.8(a)(2)(i)

A student who needs only related services and not special education is not eligible under the IDEA as a child with a disability.

IEP Requirements

34 CFR 300.320(a)(4), (a)(7)

An IEP must contain a description of the special education and related services and supplementary aids and services. The statement of related services must be "based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:

- To advance appropriately toward attaining the annual goals;
- To be involved in and make progress in the general curriculum in accordance with 34 CFR 300.320(a)(1), and to participate in extracurricular and other nonacademic activities; and
- To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section."

Amount of Services

The IEP must include a statement of the anticipated frequency, location, and duration of related services that will be provided.

III – Related & Instructional Services

"Best Practices"

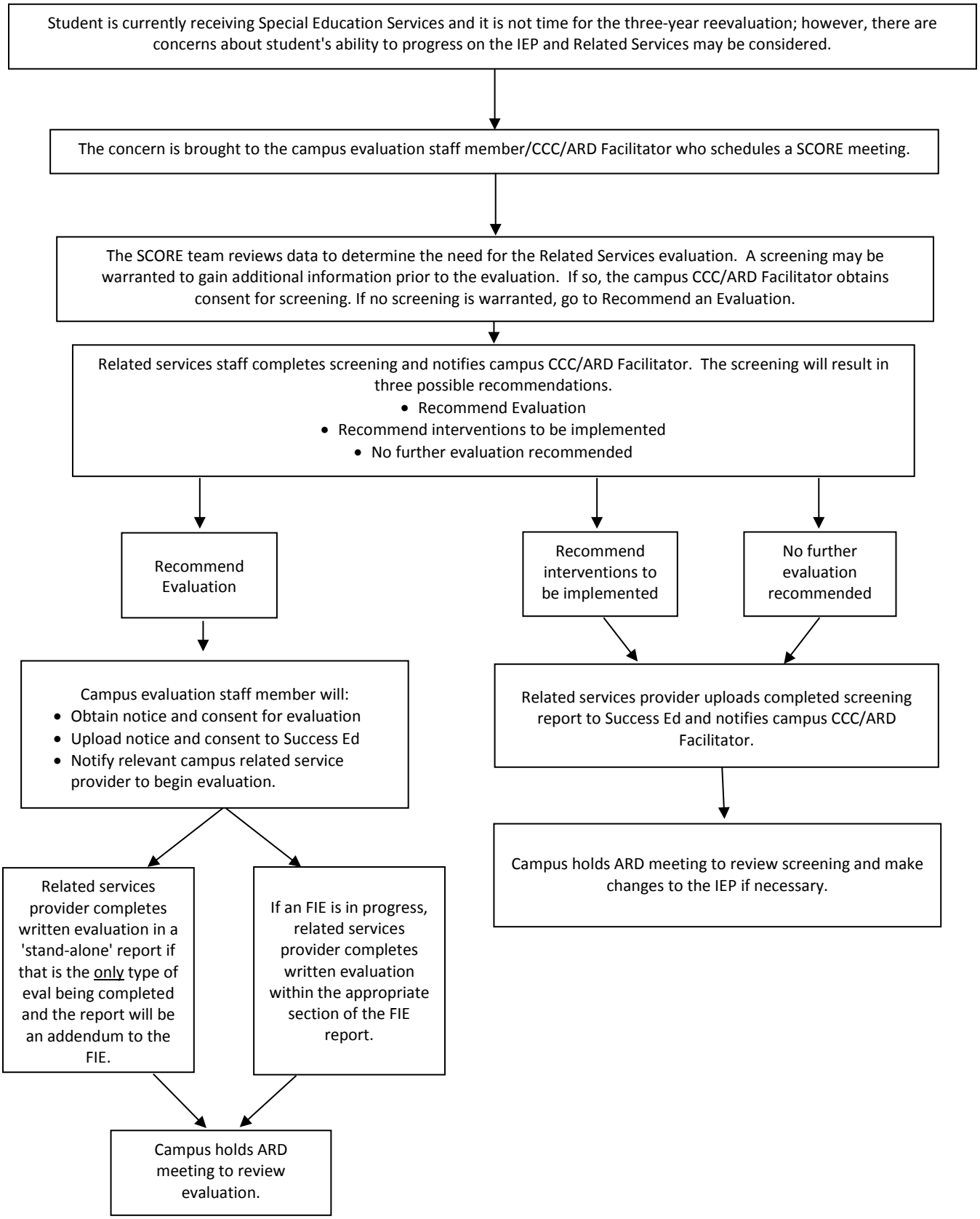
Fort Bend ISD has determined that the following are "best practice" models for all related services implemented in our district:

- Related services are a collaborative, integrative service with a focus on early intervention to minimize deficits and diminish the need for services in later years.
- Related service providers are members of the collaborative team, providing needed support to the student, teacher, and other team members.
- Evaluations are conducted in natural environments during daily activities and focus on the barriers to learning and participation.
- IEP goals and objectives are expressed in terms of desired educational outcomes and all team members will implement (collaborative IEPs).
- Service delivery will be provided through a continuum of available options.
- Related Service intervention is provided in natural settings during daily routines as the problems are occurring. This allows the Related Service provider to model strategies/solutions for classroom personnel.
- Teachers are the foundation of the integrated model and will incorporate the suggestions of the related service providers throughout the school day.

When considering a related service, the service provider will conduct an evaluation, make recommendations about the need for the service and for service delivery. The evaluation will be in context of the Full Individual Evaluation and will focus on accessing instruction. After considering the need for intensive intervention, the age and developmental level of the student, and the student's effort, attitude, and motivation, the ARD committee determines whether or not the student is eligible for the related service.

In addition to the evaluation and determination of need, the service provider will provide recommendations for services. Service delivery options include: monitoring; consultation; classroom-based; or pull out in an individual or group setting; community-based; or a combination of these options. **It is critical that the ARD committee clarify the service delivery model as direct services (provided directly to the student by the service provider regardless of the setting) or indirect services/consultation (services provided to teachers or other staff, regardless of setting, to assist the child in accessing the curriculum).** Recommendations will also include goals and objectives, and frequency, duration, and location of sessions.

Related Services Process Flowchart



RELATED SERVICES

34 CFR § 300.34(c)(1)

Audiological Services

Under the IDEA, "*audiology*" includes:

- Identification of children with hearing loss;
- Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- Creation and administration of programs for prevention of hearing loss;
- Counseling and guidance of children, parents, and teachers regarding hearing loss; and
- Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Audiological services means that an Audiologist is providing services for a student. Many times, this service involves adjustments to hearing aids. If you have a student that you believe may need audiological services, please contact the District's RDSPD AI teacher working with the student to discuss recommending this in an ARD.

Frequently Asked Questions

Individual Education Plan (IEP)

1. *Which student should have an audiological maintenance IEP?*

   Any student who has amplification, a cochlear implant, or uses an assistive listening device as a part of the IEP and needs a plan for successful use of the device must have an IEP.

2. *Who should draft the audiological maintenance IEP?*

   The special education classroom teacher or teacher of the deaf.

3. *Who should implement the audiological maintenance IEP?*

   Each instructional and/or related service provider shares the responsibility of monitoring the student's use of the amplification or listening device.

4. *Who should update the audiological maintenance IEP?*

   Any instructional service provider knowledgeable about the student's progress toward mastery of the IEP objectives. Usually the student's monitoring special education teacher.

5. *When a student needs the related service of interpreter for the deaf, who should draft the interpreter IEP?*

   The special education teacher or teacher of the deaf.

6. *Who should implement the interpreter IEP?*

   The special education and general education teachers should monitor implementation of the interpreter IEP.

7. *Who should update the interpreter IEP?*

   The special education teacher in collaboration with the general education teacher and interpreter.

Accommodations and Modifications

8. *What should be written on the modification page regarding amplification, cochlear implants, or assistive listening devices (ALD)?*

   - Hearing aids provided by the parent
   - Cochlear Implant provided by the parent
   - ALD provided by special education
   - ALD provided by the RDSPD
   - ALD provided by the parent

9. *Should general education and special education classes be listed on the accommodations/ modification page?*

   Yes

Service

10. *Which students are eligible for services through the RDSPD?*

    Students who the ARD Committee determines need direct instruction by a teacher of the deaf.

11. *What services are available through the RDSPD?*

    - Parent infant (ages 0-2)
    - Preschool Program for Children with Disabilities (PPCD)
    - Self-contained classroom for the deaf

- Itinerant Teacher
- Audiological services for itinerant and site location students
- Speech Therapy at site campus locations
- Diagnostic services at site campus locations
- Counseling services at site campus locations

12. *What is the role of the AI Itinerant Teacher?*

The itinerant teacher can focus on any of the following areas based upon the needs of the student:

- Vocabulary development
- Language development
- Audition
- Communication

13. *Should the AI itinerant service be listed as an instructional or related service?*

Instructional service.

14. *How much time is the AI itinerant service?*

The ARD/IEP committee determines the amount of time needed. AI itinerant service must be a minimum of 45 minutes per week to code in PEIMS as a member of the RDSPD program. However, it is up to the ARD committee to determine service amount time.

15. *What is the difference between AI itinerant and consult or monitoring service?*

Itinerant service is instruction provided directly to the student. Consultation/monitoring service is for the teachers or campus on behalf of the student.

Hearing Technology

16. *What type of listening device is considered to be assistive technology?*

Any Assistive Listening Device (ALD) (i.e., various brands of FM amplification, room amplifier, sound field amplification, toteable, etc.). Note: Hearing aids and Cochlear Implants are not considered to be assistive technology.

17. *Who provides the equipment when the ARD/IEP committee recommends an Assistive Listening Device (ALD)?*

If the student is a member in the RDSPD (site or itinerant), the RDSPD will provide the equipment. If the student is not a member in the RDSPD, the equipment should be provided by the home district special education department.

18. *Should the campus allow a student to stop wearing a listening device such as hearing aid(s) or Cochlear Implant (s) and/or ALD if he/she wants to?*

No. Only the ARD Committee, along with the parent, should make this decision. If the Audiologist recommended that a hearing aid or Cochlear Implant (CI) be used, the Committee should continue this recommendation in order for the student to have access to sound. If the Audiologist recommended that an ALD be used, the Committee should consider the benefits of the device for the student in the educational setting. The parent has the right to refuse a service. Any such refusal should be documented on a daily basis as well as in an ARD/IEP meeting in the ARD deliberations along with the committee recommendations.

19. *Who will provide training for campus staff regarding the AI student's hearing impairment and use of the student's listening device?*

The itinerant teacher of the deaf or another knowledgeable representative from the RDSPD or the respective district will provide training for campus staff.

20. *When will the training take place?*

As soon as possible after the beginning of the school year or after AI services are recommended, and at a mutually agreeable time for the campus staff members and the RDSPD staff teacher or representative.

ARD/IEP Procedures and Paperwork

21. *To which ARD/IEP meetings should an AI representative be invited?*

All ARD/IEP meetings of a student who meet the guidelines for the eligibility of AI. This includes transfer and pre-assessment ARD/IEP meetings if any reference to the student's auditory impairment will be discussed.

22. *Should an AI representative be invited to staffings?*

Yes.

Infants

23. *Should infants (0-2 years) who are receiving service via the RDSPD be enrolled in the home school?*

Yes. The same enrollment procedures for school-aged children are required of infants served by the RDSPD through an Early Childhood Intervention (ECI) agency.

24. *What is the process for transitioning infants from Early Childhood Intervention (ECI) to Special Education?*

- A Transition Conference may be convened not fewer than 90 days, not more than nine months before child's third birthday
- Transition plans must be convened not fewer than 90 days, not more than nine months before child's third birthday with the district, ECI representative, parent, and RDSPD teacher
- ECI makes the referral and provides the district with appropriate records
- Referral and assessment is completed by the school district
- District assessment should be sent to the RDSPD Referral Committee for AI eligibility recommendation
- Staffing and ARD/IEP meetings are held
- Services begin according to IEP

Miscellaneous

25. *Where are the site campuses for the RDSPD located?*

There are three (3) campuses in Fort Bend ISD (Settler's Way Elementary, First Colony Middle School, and John Foster Dulles High School). There are two (2) campuses in Brazosport ISD (Clute Intermediate School, Brazoswood High School).

26. *How many districts comprise the RDSPD?*

Eleven (Alief, Angleton, Brazosport, Columbia-Brazoria, Damon, Danbury, Fort Bend, Lamar Consolidated, Needville, Stafford, and Sweeny).

27. *What is the age range of students served by the RDSPD?*

Birth to age 22

COUNSELING SERVICES

IDEA 34 CFR Part 300, §300.34(c)(2)

The IDEA defines *"counseling services"* as services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

Counseling Evaluations
The LSSP is responsible for conducting the evaluations and drafting proposed IEP Goals & Objectives for Counseling as a related service.

Developing and Implementing IEPs
As always IEP goals should be developed on a case-by-case basis taking into consideration the student's unique needs.

1. **Option 1:** Based on the Full Individual Evaluation results, the LSSP can develop and implement IEP goals (pulling the student out of the classroom and working on IEPs individually or in group, or working with the student in the classroom). *This option is a direct service from the LSSP.*
2. **Option 2**: Based on the Full Individual Evaluation results, the LSSP and the general education counselor can collaboratively develop IEPs and the general education counselor can implement the IEPs (pulling the student out of the classroom and working on IEPs individually or in group, or working with the student in the classroom). *This option is an indirect/consultation service.* ***If this option is determined, the general education counselor must be involved in the developed of the proposed IEP prior to the ARD.***
3. **Option 3**: Based on the Full Individual Evaluation results, the LSSP and the teacher can collaboratively develop IEPs and the teacher can implement the IEPs in the classroom. *This option is an indirect/consultation service.*

Data Collection
The person implementing the IEPs collects the data. This may be the LSSP, General Education Counselor, Special Education Teacher, etc.

Entering Data into Success Ed
Regardless of who implements the IEP, the LSSP is responsible for entering the collected data into Success Ed for IEP Goals & Objectives updates. Direct/indirect services must be delineated on the schedule of services page in the ARD. The amount of time must be listed in the Related Services section if the services are direct or indirect.

Frequently Asked Questions

1. *Does a LSSP always have to have some involvement with students who have counseling as a related service?*

Yes. The LSSP is required to provide counseling as a related service but may provide direct services or indirect services. If the LSSP provides indirect services, the LSSP must continue to update the counseling IEP progress on Success Ed.

2. *If the general education counselor or teacher is the primary implementer of the student's IEP, who decides whether to continue/discontinue services and/or develop/keeps IEPs for the anniversary ARD?*

   A staffing should be held and include the primary implementer and the LSSP to discuss the child's progress and develop/change IEP goals. Once those IEPs are agreed upon, the LSSP will update the child's progress and changes in Success Ed.

3. *What is the difference between counseling as a related service and counseling?*

   Counseling as a related service is based on the student's Full Individual Evaluation and requires IEP goals and objectives that are linked to the child's disability. For counseling, see question 4.

4. *Can a student receiving special education services receive counseling but not as a related service?*

   Yes. Special education students may also receive counseling from the general education counselor as any other student would receive.

EARLY IDENTIFICATION AND ASSESSMENT OF DISABILITIES IN CHILDREN

§300.34(c)(3)

The IDEA defines *early identification and assessment of disabilities in children* as the implementation of a formal plan of identifying a disability as early as possible in a child's life.

Do not confuse the related service of early identification and assessment of disabilities in children with the District's child find duties. As a related service, early identification and assessment of disabilities applies to an *individual* child and is a component of that child's IEP.

School Health Services
IDEA 34 CFR Part 300, §300.24(b) (12)

School Health Services are a related service available to students served in special education and are provided by the school nurse or other qualified person.

Referral for Evaluation
An evaluation is necessary before School Health Services as a related service can be recommended. School health services evaluations are to be completed by a Fort Bend ISD Campus evaluation specialist in conjunction with the school nurse.

Referral of a student not in Special Education
If a student is not in special education or is not in the referral process, the school nurse should be involved in the case and handle the situation according to general education procedures. Related services are those services defined in federal regulations (300.34) that are required to assist a child with a disability to benefit from special education.

Referral of a student in the evaluation process or a student already served in special education

1. If a student is in the evaluation process and the concerns expressed by the SST do not indicate any medical concerns, a school health services evaluation is not likely appropriate.
2. If a student is in the evaluation process and there are medical needs, the evaluator should involve the school nurse in the evaluation process. The results of the school health services evaluation will be incorporated into the Full Individual Evaluation.
3. If a school health services evaluation is recommended and it is not time to consider a three-year-reevaluation, the school nurse can contact the campus evaluation specialist to consider a standalone evaluation for school health services.
4. If the evaluation determines a need for school health services, the Determination of Need for Related Services form must be completed in Success Ed. The campus evaluation specialist can assist the nurses in completing the form.

Annual ARD Meetings
If School Health Services are in a student's IEP, it will be addressed at the annual ARD. The school nurse who is the service provider will provide the following information prior to the ARD:

<u>Continuing the Service</u>

1. If the service provider recommends continuing the service, then the ARD Committee must agree to the services and the following must be documented in the deliberations:
    a. School health services which will be provided – including frequency, duration, and location.
    b. Training which may be required – ARD should document who will provide the training, including the frequency the training is needed.

Although the school nurse is required to complete the Individual Health Plan for a student, for a student receiving special education services, this document must be discussed and included in the ARD documentation as an attachment or incorporated into the ARD document.

Discontinuing the Service

School Health Services cannot be discontinued without an evaluation. Therefore, the following process should be followed to give notice and gain consent for the evaluation.

1. A SCORE meeting should be held to determine the scope of the reevaluation. The nurse should contact the campus evaluation specialist who will facilitate this process.
2. A Notice of Evaluation should be provided to the parent and Consent for Evaluation obtained.
3. If School Health is the only evaluation necessary, the evaluation report can be completed as a Full Individual Evaluation Addendum. If other testing has been recommended, incorporate the evaluation data into one report.
4. If the evaluation for School Health Services as a related service is not completed by the date of the Annual ARD meeting, Individual Health Plan (IHP) Review ARD should be held to discuss the evaluation report. And, the ARD Committee should determine whether or not School Health Services as a related service should continue for the student.

The evaluation is not a formal report. It is information gathered from the nurse (i.e. doctor's report, observation, records review, etc.) which is added to the Full Individual Evaluation by the campus evaluation specialist.

IN-HOME/COMMUNITY-BASED/PARENT TRAINING (IH/CB/PT) SERVICES

Parent Counseling and Training
34 CFR § 300.34(c)(8)

The IDEA defines *"parent counseling and training"* as:

- Assisting parents in understanding the special needs of their child;
- Providing parents with information about child development; and
- Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

OSEP explains a related service provided to parents must help the child in developing skills needed to benefit from special education or correct conditions interfering with his or her progress towards the goals and objectives in the child's IEP. *Letter to Dagley*, 17 IDELR 1107 (OSEP 1991). Parent counseling and training functions to provide support and information to the parents in order to better equip the parents to participate in their child's educational program. 71 Fed. Reg. 46,573 (2006).

In Home/Community Based Training
These services include in-home and community-based training or viable alternatives that assist the student with acquisition of critical skills (i.e., communication, social, behavior, self-care). The goal of this service is to facilitate maintenance and generalization of such skills from home to school, school to home, home to community, and school to community.

Parent/Family Training and Support
These services are provided by qualified personnel with experience in Autism Spectrum Disorders (ASD) or other speciality areas as appropriate to the student need. The qualified personnel may:

1. Provide a family with skills necessary for a child to succeed in the home/community setting;
2. Provide information regarding resources, *e.g.*, parent support groups, workshops, videos, conferences, and materials designed to increase parent knowledge of specific teaching/management techniques related to the child's curriculum; and/or
3. Facilitate parental carryover of in-home training, *e.g.*, strategies for behavior management and developing structured home environments and/or communication training so that parents are active participants in promoting the continuity of interventions across all settings.

Role of ARD Committee
The ARD Committee considers the need for In-Home / Community-Based / Parent Training (IH/CB/PT). If there is a possible need for any or all of these components, the campus evaluation specialist must obtain Notice and Consent for IH/CB/PT Evaluation.

IH/CB/PT Evaluations
The campus LSSP is responsible for conducting the evaluations and drafting proposed IEP Goals and Objectives for IH/CB services. The LSSP should collaborate with appropriate staff (Special Education Teacher, General Education Teacher, etc.) when creating a recommendation regarding services.
IEP goals and objectives do not have to be created for parent training services. A parent training plan can be developed that addresses topic areas, time recommended, and the position/title of the staff member(s) who will deliver the service. If the evaluation is for a student with autism, the recommended service is to be placed on the AU supplement under the Parent/Family Training section and explained within the ARD deliberations. Do not note the name of the staff member. Instead, list the position (e.g. LSSP, Teacher, etc.) If additional information is needed, information regarding the need of parent training should be uploaded onto the current ARD in Success Ed and documented within the ARD deliberations.

Components of IH/CB/PT Evaluation
1. Parent Interview
2. Teacher Interview
3. In-home Observation
4. Evaluation Summary Report

Critical Skill Deficits for a student that May Benefit from IH/CB/PT

1. Communication
2. Self-Care
3. Social-Behavioral

Procedures for Considering IH/CB/PT Services

1. The ARD Committee will review the evaluation report and determine need for IH/CB/PT.
2. IEP goals and objectives based on the current IH/CB/PT evaluation will be established for any training services determined appropriate by the ARD Committee.
3. The ARD Committee determines the amount of training time necessary for mastery of the IEP goals and objectives for IH/CB and parent training plan. The proposed time for IHT should be documented within the "related services" box of the schedule page within the ARD document. Parent Training, if deemed necessary for the student to make appropriate progress, should be documented within the "related services" box on the schedule page of the ARD document. Area of need as well as recommended service times are documented on the Autism Supplement and in the ARD deliberations.

Procedures for Providing IH/CB/PT Services

Once services are deemed necessary and the ARD Committee agrees upon amount and type of services, The CCC/ARD Facilitator/Evaluation Specialist conducting the ARD must notify the Program manager for Autism Services. The Program Manager for Autism Services will assign a trainer.

The trainer is responsible for scheduling the sessions with the parent. He/she is also responsible for collecting data on the in-home, community-based, and/or parent training goals and objectives.

The trainer assigned to the student's service is responsible for providing the student's ARD committee with a progress update, documentation and collected data on IEP goal and objectives on a regular 9 week schedule.

Parent Training Service Delivery

Parent training may be provided in a variety of service delivery models (i.e., district level trainings, campus-based trainings, direct services to parent in home, or out of district staff development/conferences, etc.).

1. District level trainings are provided on a monthly basis on a FBISD campus in the evenings. (See Parent Education Workshop schedule for the current school year on the Special Education page of the FBISD website).
2. Campus-based trainings are provided on campus by the special education teacher, licensed specialist in school psychology, and/or speech language pathologist, as appropriate. A Session Summary Sheet (See Appendix) will need to be completed and uploaded to Success Ed in the upcoming ARD after each session. See the IH/CB/PT Viable Alternatives for possible campus based training topics.
3. Direct in-home services to parent consist of a FBISD staff member going to the home of the parent to provide direct parent training services.

4. Out of district staff development/conferences are considered when additional resources and training are completed.

At the annual ARD after the provision of the IH/CB/PT services, the progress will be reviewed and the ARD committee will determine if further training is needed.

Documenting Progress toward In-Home/Community Based/Parent Training IEPS and Services

Once services are deemed necessary and the ARD committee agrees upon amount and types of services, the Program Manager for Autism Services will assign a trainer. The trainer is responsible for scheduling the sessions with the parent. He/she is also responsible for collecting data on the in-home, community based and/or parent training goals and objectives. The trainer assigned to the student's services is responsible for providing all documents related to progress to include data logs/charts, etc. to the student's case manager at the end of each progress reporting period (9 weeks). The trainer must also provide a copy to the Program Manager for Autism Services at the end of each progress reporting period (9 weeks).

Interpreting Services
34 CFR § 300.34(c)(4)

Under the IDEA, *"interpreting services"* includes:

- *When used with respect to children who are deaf or hard of hearing*: oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services such as communication access real-time translation (CART), C-Print, and TypeWell; and
- Special interpreting services for children who are deaf-blind.

Provision of Interpreting Services
Interpreting services for deaf and hard-of-hearing students must be provided by certified personnel. An interpreter may be certified by the Texas Department of Assistive and Rehabilitative Services (DARS) for Evaluation of Interpreters (BEI) or the Registry of Interpreters for the Deaf (RID). Personnel providing transcription services such as communication access real-time translation (CART), C-Print, or Type Well must document appropriate training and demonstrate appropriate skills.

Types of Interpreting
The following pages give a brief description of each of the Interpreting types listed in Federal Regulations, State Law and PEIMS. District personnel may use this form to assist in determining which type of interpreting is being provided.

01 Oral Transliteration

The Oral Transliterator silently "mouths" a transliteration or paraphrase of a message spoken in English to a more visible form for the benefit of a person who reads the lips of the oral transliterator. Sign language is not used, but natural gestures may be included. The Oral Transliterator may also "voice" for the deaf student as needed.

Oral Transliteration includes:

1. Accurate reception and production of the spoken message.
2. Articulation that is easily understood.
3. Facial expression that matches the message's intent.
4. Natural gestures that are subtle and support the meaning.

The Oral Transliterator may also:

1. Rephrase sentences or substitute words to facilitate speech reading.
2. Use mime-like gestures to clarify words that are difficult to speech read.

Certification Requirements
An interpreter may be certified by the Texas Department of Assistive and Rehabilitative Services (DARS) or the Registry of Interpreters for the Deaf (RID).

02 Cued Language Transliteration

Cued Language is also known as Cued Speech. Cued Speech uses speech reading, various hand shapes, and hand positions near the face to allow the student to distinguish the different phonemes of spoken English.

1. Eight hand shapes distinguish all the consonant phonemes.
2. Four hand locations near the mouth distinguish the vowel phonemes.
3. A hand shape and a location together cue a syllable.
4. The cued language Transliterator must voice or silently mouth the source language while cueing.

Certification Requirements

There is no state (Texas) approved or recognized certification for Cued Language Transliteration, however a provider should document appropriate training and demonstrate appropriate skills.

03 Sign Language Transliteration (Typically provided in RDSPD site classrooms*)*

The provider transliterates spoken English into a manual form of English. The Transliterator works in two forms of one language: English and Manually Coded English. The Transliterator incorporates the following as appropriate to the discourse:

- Signs in English word order
- Uses verb tense marker as each word is signed (talked, working, looks, etc.)
- Mouths each English word as it is signed
- May use a variety of affixes ('s, -ing, -ly, dis- un-, etc.)
- Uses a few Non-manual Markers
- Follows the rules of the selected sign system (SEE, MSS, Signed English, etc.)

Certification Requirements

An interpreter may be certified by the Texas Department of Assistive and Rehabilitative Services (DARS) or the Registry of Interpreters for the Deaf (RID).

04 Sign Language Interpreting

The Interpreter works in two languages: English and American Sign Language (ASL). The provider changes spoken English to ASL. The Interpreter uses a variety of the following components of American Sign Language, incorporating them in as appropriate to the discourse.

- Indexing
- Directionality
- Classifiers
- Listing
- Incorporation of Numbers
- Number Systems
- Role Shift
- Signing space

- Topicalization
- Expansions
- Modulation
- Spatial Organization
- Non-manual Markers
- Plurality by reiteration
- Time Sequence

Certification Requirements

An interpreter may be certified by the Texas Department of Assistive and Rehabilitative Services (DARS) or the Registry of Interpreters for the Deaf (RID).

05 Communication Access Real-time Transcription (CART)

CART requires a trained court reporter, a steno machine, notebook computer, and real-time software. A second notebook computer or projector is required for the student(s). CART provides a word-for-word transcription of all spoken information.

Certification Requirements

Personnel providing transcription services such as communication access real-time translation (CART) must document appropriate training and demonstrate appropriate skills.

06 C-Print

The C-Print transcriber provides a meaning-for-meaning text display of the spoken message. The transcriber produces text of spoken information using a software application called C-Print *Pro*. The captionist generally provides a meaning-for-meaning (not verbatim) translation of the spoken English content.

- C-Print requires a trained individual, (training is provided online), a laptop computer and special software. A second laptop or projector is required for the student(s).
- C-Print captionists include as much information as possible, generally providing a meaning-for-meaning (not verbatim) translation of the spoken English.
- The text can be displayed simultaneously to one or more students in different ways, including additional computers (laptops) or display monitors.

Certification Requirements

Personnel providing transcription services such as C-Print …must document appropriate training and demonstrate appropriate skills.

07 TypeWell

The C-Print transcriber provides a meaning-for-meaning text display of the spoken message. The transcriber uses a laptop computer with the TypeWell abbreviation software to transcribe meaning-for-meaning what is said in lectures and discussion.

- TypeWell requires a trained individual, (training is provided online), a laptop computer and special software. A second laptop or projector is required for the student(s).
- TypeWell captionists include as much information as possible, generally providing a meaning-for-meaning (not verbatim) translation of the spoken English.
- The text can be displayed simultaneously to one or more students in different ways, including additional computers (laptops) or display monitors.

Certification Requirements

Personnel providing transcription services such as TypeWell must document appropriate training and demonstrate appropriate skills.

08 Deaf-Blind Interpreting

The interpreter conveys a message in American Sign Language or Manually Coded English in a way that is accessible to a student whose visual impairment necessitates adaptations of traditional sign language interpreting or transliterating. There are many types of interpreting services for children who are deaf-blind, in addition to tactile and close vision interpreting services. (CFR 2006, comments, page 46572) The following techniques and considerations may be used as appropriate.

- Tactile one-handed signing
- Tactile two-handed signing
- Tactile finger spelling
- Varied proximity to the client to accommodate his distance vision
- Varied proximity to the client to accommodate his field of vision
- Interpreter may sit to the side of client with eccentric viewing
- Reduced signing space
- Reduced range of movement of signs
- Alternate methods of conveying information that is usually shown with non-manual signals.
- Special attention to lighting and seating arrangements.
- Use of finger spelling in place of lip reading to distinguish multiple meanings of signs.

Certification Requirements

An interpreter may be certified by the Texas Department of Assistive and Rehabilitative Services (DARS) or the Registry of Interpreters for the Deaf (RID). The interpreter should also document appropriate training for deaf-blind interpreting.

Only one type of Interpreting may be reported in PEIMS for any individual student. If more than one type is provided, local ARD/IEP teams should decide which one type is to be reported as the primary interpreting service Interpreting services are recorded in Success Ed on the Communication Needs Supplement page for Deaf and Hard of Hearing.

OCCUPATIONAL THERAPY & PHYSICAL THERAPY

34 CFR § 300.24(c)(6), (c)(9)

Occupational Therapy

Occupational therapy focuses on the students' performance in the areas of fine motor skills, self-care, social skills, and play/leisure skills. The Occupational Therapist may:

1. Observe a student engaging in an activity and provide strategies to facilitate the student's full participation
2. Reduce barriers that limit student participation within the school environment
3. Utilize assistive technology to support student success
4. Help identify long term goals for post-school outcomes
5. Help plan relevant instructional activities for ongoing implementation in the classroom

Physical Therapy

Physical therapy address the ability of the student to move parts of the body, to assume and maintain postures, and organize movements into functional gross motor skills. Physical Therapists' interventions are designed to:

1. Enable the student to travel through the school environment
2. Participate in classroom activities
3. Maintain and change positions in the classroom
4. Manage stairs, restrooms, cafeterias or the school bus.

Purpose of Occupational and Physical Therapy in the School Setting

Occupational and Physical Therapy specialize in school-based evaluations, consultation, and therapy services for students with disabilities for the purpose of improving functional performance and independence in the educational setting. Educationally based Occupational Therapy (OT) or Physical Therapy (PT) differs from medically necessary OT or PT. Both Federal and State law dictate that educational services concentrate on a child's ability to function in and receive benefit from their education in the school setting, "to attain a free and appropriate education." Evaluations and therapies are designed in consideration of the child's diagnosis or disability as related to academic issues and function. The therapists identify areas of deficits then design and implement strategies and reasonable accommodations as appropriate for the school environment.

School-Based Therapy vs. Clinical Therapy

Therapists in the medical community direct their attention primarily toward the child's impairments, whereas the education-based therapists direct their attention toward removing barriers from the student's school environment and assisting the educational staff to understand the different considerations that must be given to children with disabilities.

According to best practice, The American Occupational Therapy Association website offers the following quote: "It is important to understand that after a child becomes eligible for special education, the school district is not required to provide *any and all* Occupational Therapy services. The District is

responsible only for related services, which IDEA defines as those services necessary for the student to benefit from his or her special education program.

OT and PT with students in the school must be educationally relevant. Educationally relevant can be defined as therapy directly related to performance in the educational environment. Therapists work with students and teachers to help each student acquire the functional abilities needed to access his or her educational materials and move about the school. Therapists may work with a student to find alternative methods for participating in school activities or adapt equipment so that he/she can function better while at school. Assistance may occur in areas such as the classroom, lunchroom, or restroom. Therapists can help the student participate in activities on the playground, on field trips and at school sports events, if appropriate.

Referrals for Therapy Services

When considering Occupational and/or Physical Therapy as a related service,
the CCC/ARD Facilitator/Campus Evaluation Specialist should be contacted to schedule a SCORE meeting. The SCORE team reviews data to determine the need for the Related Services evaluation. A screening may be warranted to gain additional information prior to the evaluation. If so, the campus CCC/ARD Facilitator obtains consent for screening. If no screening is warranted, consent for the Evaluation will be obtained.
The evaluation will either be in the context of the Full Individual Evaluation or a standalone report that is an addendum to the Full Individual Evaluation. Based on the results of the evaluation, the service provider will make recommendations about the need for service and make recommendations for service delivery time, and frequency and duration of services. After taking into consideration the recommendations made by the therapy service providers, the ARD committee will determine whether or not the student is eligible for the related service.

Service Delivery
Once the ARD Committee determines the need for service, service delivery options may include consultation, classroom-based intervention, individual or group activities, community based activities, or a combination of these options. IEP goals and objectives addressed by OT and PT will be collaborative with classroom teachers' goals and objectives.

A student's need for OT or PT services may vary over time. A student's therapy needs differ in intensity and in focus during the student's school years. These fluctuations are reflected in the IEP plan and should be fluid and flexible, based on immediate educational needs at any time during the student's educational process. Consideration for services may be especially necessary during periods of transition between schools or into community activities. Other considerations are when there are significant changes to the IEP and/or vocational considerations.
Service time recommendations will be recorded in frequency, location and duration of services. The service delivery model must delineate in the ARD if the service is a direct service (directly to the student) or indirect (typically this consists of providing consultation or training to the teacher(s) and or staff members that work with the student).

OT/PT Screenings

1. *General education student*: Related services are those services defined in federal regulations (300.24) that are required to assist a child with a disability to benefit from special education. OT and PT services are only available to students served in special education.
2. *Request for screening for a student currently served in special education:*
    a. The campus has a SCORE meeting and reviews data indicating the need for a screening.
    b. The campus CCC/ARD Facilitator obtains consent for screening and uploads the Consent for Screening form in Success Ed.
    c. The campus CCC/ARD Facilitator notifies the campus OT/PT that consent for screening was obtained.
    d. The service providers should complete the screenings within 30 calendar days. If other timelines apply, make sure that information is communicated with the service provider.
    e. The screening will have one of three outcomes as outlined in the screening procedures section of the handbook.

Evaluation Process

1. *Initial evaluation when a Full Individual Evaluation is being completed*
    a. A screening may have been completed by the service provider who recommended the evaluation.
    b. The Consent for Evaluation signed by the parent for the Full Individual Evaluation is sufficient for the OT and/or PT evaluation.
    c. OT and PT will incorporate their evaluation data into the integrated Full Individual Evaluation report.
2. *Addendum to the Full Individual Evaluation (special request/not part of reevaluation)*
    a. A screening should be completed by the service provider who recommended the evaluation.
    b. The campus evaluation specialist will complete the SCORE process and obtain consent. The campus evaluation specialist must upload notice and consent for evaluation obtained from the parent.
    c. The report will be completed as an addendum to the Full Individual Evaluation.
    d. A review ARD must be held upon completion of the evaluation.
3. *Three Year Reevaluations*
    a. The campus evaluation staff should include the OT and PT therapists in the SCORE process.
    b. The therapists will make recommendations to the scope of the evaluation.
    c. Consent for Re-evaluation signed by the parent for FIE is sufficient for the OT/PT evaluation portion.
    d. The evaluation information will be incorporated into the integrated Full Individual Evaluation report.

Transfer Students

1. Campus evaluation specialist /CCC/ARD Facilitator will hold transfer ARD.
2. Document the OT and/or PT service recommendation time(s) from the prior district in the transfer ARD paperwork.

3. If there is no current medical (i.e., dated within a calendar year from the current date), the Campus-based Evaluation Staff (CBE) or therapist will provide the parent with the Medical Referral for OT and/or PT at School form. Without a current medical in place, services (i.e., evaluation) can be provided only until the placement ARD occurs. *For services to continue after the placement ARD,* a current medical must be provided by the parent.
4. If the records from the prior district do not include an OT and/or PT evaluation, campus staff should contact the district and specifically ask for a copy of the records.
5. During the 30 school day period, the OT and PT services that were provided in the previous district will continue. If the OT or PT believe there is a need to re-evaluate prior to the Placement/Annual ARD, the CBE should be contacted to discuss a SCORE meeting.

ARD Meetings

1. Campus Evaluation Specialist, CCC, or Middle School Department Chairs, and High School ARD Facilitators will notify therapists of the date and time as soon as possible.
2. The therapist(s) will collaborate with the classroom teacher to update the IEP Goals & Objectives and propose new IEP Goals & Objectives. The therapist will also make recommendations for service time.
3. Goals and objectives are to be co-implemented with the teacher. There is not a separate IEP. Occupational or Physical Therapy staff members are responsible for indicating on the goal/objective form which specific IEP objectives that he/she will be working on collaboratively with the teacher on the objective form. OT and/or PT will be designated as implementers on the goals and objective page as well.

Dismissal from Services

A Re-evaluation must be completed to determine if a student no longer meets the need for Occupational or Physical Therapy. The therapist will communicate the need for a SCORE meeting to the campus evaluation staff. If no other area is being evaluated, a standalone report will be completed as an addendum to the Full Individual Evaluation. If other areas are being evaluated and there will be a new Full Individual Evaluation, the therapist will add their evaluation information into the integrated Full Individual Evaluation report. Upon completion of the FIE or addendum to the FIE, an ARD meeting will be held to review the FIE and discuss recommendations, including dismissal of services.

RECREATION
34 CFR § 300.34(c) (11)

"Recreation" includes:

- Assessment of leisure function;
- Therapeutic recreation services;
- Recreation programs in schools and community agencies; and
- Leisure education.

REHABILITATION COUNSELING SERVICES
34 CFR § 300.34(c) (12)

"Rehabilitation counseling services" means 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 a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended, 29 U.S.C. 701 *et seq.*

SOCIAL WORK SERVICES IN SCHOOLS
34 CFR § 300.34(c) (14)

Social work services in schools includes—

- Preparing a social or developmental history on a child with a disability;
- Group and individual counseling with the child and family;
- Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
- Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
- Assisting in developing positive behavioral intervention strategies.

TRANSPORTATION
34 CFR § 300.34(c) (16)

Transportation includes--

1. Travel to and from school and between schools;
2. Travel in and around school buildings; and
3. Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

Need for Service
The ARD Committee is responsible for determining whether transportation services are required to assist a child with a disability to benefit from special education and related services, and how the transportation services should be implemented, see *Questions and Answers on Serving Children with Disabilities Eligible for Transportation*, 53 IDELR 268 (OSERS 2009). The IDEA's definition is broad and allows the ARD Committee to make transportation decisions on case-by-case basis. If a child is in need of special transportation, or there is a concern he or she might need special transportation, the ARD Committee must take the circumstances into consideration, make a recommendation, and establish eligibility. Transportation services are required when necessary for the student to benefit from special education.

Dismissal from Service
If a child no longer needs special transportation, an ARD committee must take the circumstances into consideration and make a recommendation for dismissal.

Procedures
In order to establish eligibility for special transportation, the ARD Committee must bring forward the recommendation and the Eligibility: Transportation Form must be completed in Success Ed. The Campus Compliance Coordinator (CCC), Middle School Department Head, or High School ARD Facilitator will also complete a Transportation Information form in Success Ed which includes information such as pick up and drop off address; specialized program; PPCD time; attending school;

parent contact information, etc. Electronic signatures in Success Ed should be used for LEA representatives and parents to sign the Transportation Information form. However, if the form is not signed electronically, then a copy should be uploaded into Success Ed. Transportation staff have been trained on how to retrieve the forms from Success Ed in order to approapriately route students on the bus.

Change of Address

If there is a change of address, the Transportation Information form will need to be updated by the Campus Compliance Coordinator (CCC), Middle School Department Head, or High School ARD Facilitator in Success Ed. The parent should contact the Campus Compliance Coordinator (CCC) and/or High School Department Head about the change. At that time, the registrar will also need to verify the new address is in the current attendance zone as well as change the information in Skyward. If the student is in a different attendance zone and is in a specialized program, the Program Manager should be notified to determine if there is a program closer to the student's new address and if the student requires a campus location change.

At no point should the parent contact the Transportation Department with a change in address. The Transportation Department will refer the parent to the campus to facilitate transportation as a related service in the event of a change in address.

INSTRUCTIONAL SERVICES

ADAPTED PHYSICAL EDUCATION (AdPE) SERVICES
34 CFR §§ 300.39, 300.108; 19 TAC § 89.1131(b)(5)

General IDEA Requirements
The IDEA includes instruction in physical education within the definition of special education (34 CFR § 300.39):

"*Special education* means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including— …instruction in physical education."
"*Physical education* means the development of:

- Physical and motor fitness;
- Fundamental motor skills and patterns; and
- Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and
- Includes special physical education, adapted physical education, movement education, and motor development."

"*Specially designed instruction* means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

- To address the unique needs of the child that result from the child's disability; and
- To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Physical Education
34 CFR § 300.108

The State must ensure that public agencies in the State comply with the following:
(a) *General.* Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.
(b) *Regular physical education.* Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless—

(1) The child is enrolled full time in a separate facility; or
(2) The child needs specially designed physical education, as prescribed in the child's IEP.

(c) *Special physical education.* If specially designed physical education is prescribed in a child's IEP, the public agency responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs.

(d) *Education in separate facilities.* The public agency responsible for the education of a child with a disability who is enrolled in a separate facility must ensure that the child receives appropriate physical education services in compliance with this section.

Purpose of Adapted Physical Education (AdPE) Services

Adapted PE is an individualized service comprised of developmental activities, games, sports, and rhythmical movements suited to the interests, capacities and limitations of students with disabilities who may or may not safely or successfully engage in the activities of a general physical education program. Instructional, consultative, and/or monitoring services are provided to students in the least restrictive environment.

Adapted physical education instruction is specified in an individualized education program (IEP) and shall meet the standards of the TEKS. Its purpose is to provide a physical education program in which the activities and teaching procedures are adapted to the specific strengths and limitations of students with disabilities who cannot participate in the general physical education program or who need adaptations for safe and successful participation.

Referrals for AdPE Services

If a student is not making progress in physical education, the student's case manager should be contacted to review the current IEP and ensure appropriate accommodations and other services are implemented as necessary (AT, BIP, etc.), If the student requires additional support, the CCC/ARD Facilitator/Campus Evaluation Specialist should be contacted to schedule a SCORE meeting. The SCORE team reviews data to determine the need for the additional evaluation. A screening may be warranted to gain additional information prior to the evaluation. If so, the campus CCC/ARD Facilitator obtains consent for screening. If no screening is warranted, consent for the Evaluation will be obtained.
The evaluation will be in the context of the Full Individual Evaluation. Based on the results of the evaluation, the service provider will make recommendations about the need for service and make recommendations for service delivery time, and frequency and duration of services. After taking into consideration the recommendations made by the service providers, the ARD committee will determine whether or not the student is eligible for the service.

Service Delivery

Once the ARD committee determines the need for service, service delivery options may include consultation, direct service, community-based activities, or a combination of these options. IEP goals and objectives addressed by AdPE might be standalone, or collaborative with classroom teachers' goals and objectives.

Service time recommendations will be recorded in frequency, location and duration of services.

Service time recommendations will be recorded in frequency, location and duration of services. The service delivery model must delineate in the ARD if the service is a direct service (directly to the

student) or indirect (typically this consists of providing consultation or training to the teacher(s) and or staff members that work with the student).

Student not identified with Special Education Services
AdPE is an instructional service and only available to students served in special education.

Referral for a student in the initial evaluation process

1. The Evaluation Staff Member will notify the AdPE service provider that AdPE services will be addressed in an initial evaluation. Consent will have already been obtained by the campus based evaluation (CBE) staff.
2. The AdPE service provider will complete will conduct the evaluation as appropriate, and incorporate their information into the integrated Full and Individual Evaluation report in the respective sections.

Stand-alone evaluation

1. There are no stand-alone evaluations for instructional services. If an evaluation is needed, the campus-based evaluation staff will conduct a SCORE meeting and an FIE will be completed.

Three Year Reevaluations

1. The campus evaluation staff should obtain the AdPE service provider's recommendations prior to the SCORE meeting. AdPE service providers do not routinely attend SCORE meetings.
2. The service provider will make recommendations to the scope of the evaluation.
3. The evaluation information will be incorporated into the integrated Full Individual Evaluation report.

Transfer Students

1. Campus evaluation specialist will hold the transfer ARD.
2. Document the AdPE instructional time(s) from the prior district in the transfer ARD paperwork.
3. During the 30 school day period, the AdPE services that were provided in the previous district will continue. If the AdPE service provider believes there is a need to re-evaluate prior to the Placement/Annual ARD, the campus evaluation specialist should be contacted to discuss a SCORE meeting.

ARD Meetings

1. Campus Compliance Coordinator, Diagnostician and/or High School Department Chair/ARD Facilitator will notify AdPE service provider of the date and time as soon as possible. The AdPE service provider does not routinely attend ARD meetings. If there is a need for the AdPE service provider to attend the ARD, please contact the teacher as soon as possible. The service provider will complete drafted PLAAFPs, update goals and objectives and propose new goals and objectives prior to the ARD meeting. The service provider will also make recommendations for service time

(frequency, location, and duration of services) by entering this information on the Schedule of Services page.

2. Goals and objectives may be co-implemented with the classroom teacher depending on the service delivery model. Service providers are responsible for indicating on the goal/objective form which specific IEP objectives that he/she will be working on collaboratively with the service provider. AdPE will be designated as implementer on the goals and objectives page as well.

Dismissal from Services

A Re-evaluation must be completed to determine if a student no longer meets the need for Adapted PE. The AdPE provider will communicate the need for a SCORE meeting to the campus evaluation staff. If no other area is being evaluated, a standalone report will be completed as an addendum to the Full Individual Evaluation. If other areas are being evaluated and there will be a new Full Individual Evaluation, the AdPe provider will add their evaluation information into the integrated Full Individual Evaluation report. Upon completion of the FIE or addendum to the FIE, an ARD meeting will be held to review the FIE and discuss recommendations, including dismissal of services.

** The exception to this rule is when a student is in High School and has completed required PE credits for graduation. There is no need to conduct a Re-evaluation to dismiss the AdPE instructional services as they are no longer required because the General Education PE requirement has been met.

Auditory Impairment (AI) Instruction

Purpose of Instructional Services for Students with Auditory Impairment

Instructional services for an AI student are provided from a Teacher of the Deaf when the ARD/IEP team, including the teacher of the deaf, determine that an AI student has an instructional need from a deaf and hard of hearing specialist. The purpose of instruction from a teacher of the deaf is to provide specific strategies to develop or improve receptive and expressive listening and language skills as a result of the student's hearing impairment in order for the student to access the core curriculum.

Referrals and Screenings for AI

Refer to Section 1 of the Special Education Handbook.

Continuum of Services for Students with Auditory Impairments

In addition to the continuum of general education and special education services, students with AI may need services from the Brazoria-Fort Bend Regional School Program for the Deaf (RDSPD). Services available through the Brazoria-Fort Bend RDSPD include:

Ages 0-3:

Serviced through ECI agencies—ECI makes the referral to the RDSPD for AI services from the District' RDSPD.

Ages 3- Grade 12:

1. *RDSPD Consult or Monitor Services:*
   Not an instructional service; this is a service provided to the campus staff for information related to hearing impairment and information for working with hearing impaired students. A teacher of the deaf must attend all AI student ARD/IEP meetings.
2. *RDSPD Itinerant Services*:
   Weekly instructional services provided by a teacher of the deaf. Services are determined based on data provided by information such as the Full and Individual Evaluation and classroom assessment and are decided upon by the ARD/IEP Committee, including the teacher of the deaf. Students receive itinerant services when support is needed from a teacher of the deaf but not service on a full time basis.
3. *RDSPD Self-Contained Program:*
   - Elementary Services PPCD-5th at Settler's Way Elementary in FBISD:
     a. Oral PPCD-Kindergarten Program
        - Meets AI Eligibility; mild to severe hearing loss; listening device which provides student access to speech sounds; language and academic delays are due to hearing impairment; needs oral instruction with strategies to increase listening and language skills; need for instruction from a teacher of the deaf is greater than the need for instruction from a special education or general education teacher.

     b. Total Communication (TC) PPCD-5th Grade Program:
        c. Meets AI Eligibility; moderate to profound hearing loss; student needs total communication approach (oral and sign language provided); language and academic delays are due to hearing impairment, need for instruction from a teacher of the deaf is greater than the need for instruction from a special education or general education teacher.
   - Middle School Services at First Colony Middle School:
     Total Communication 6th-8th grade
   - High School Services at Dulles High School:
     Total Communication services for Grade 9-12

Information for AI ARDS

All ARDS involving students with AI must have a teacher of the deaf present. This also pertains to students with AI who do NOT receive a direct AI service. In order to request a deaf educator to attend the ARD/IEP Meeting, the request must be made through the RDSPD Records Clerk at 281-634-1497. This request must be made at least 2 weeks prior to the ARD/IEP meeting to allow for scheduling.

- *Request for Consultation:* A consultation with the RDSPD teacher of the deaf may be requested at any time. A consultation may be warranted when an AI student is not receiving RDSPD services and has a change in hearing or a change in classroom performance. AI students will have a monitoring RDSPD teacher of the deaf that will provide their name and contact information and resource information to the student's campus teacher at the start of each school year. E-mail contact with the RDSPD teacher is recommended in order to document your request for consultation.

- *Schedule of Services:* RDSPD or Deaf Education weekly services are considered Instructional. Service time is based on the unique needs of students with an Auditory Impairment.
- *Deliberations:* An example of a note in the deliberations—"Direct instruction from the Regional Day School Program for the Deaf will be provided…" or "the student will be monitored by the RDSPD teacher of the deaf who attends all ARD meetings.
- *Texas School for the Deaf (TSD) Information:* Information about TSD is given at the initial placement ARD and at least once annually to all AI students. The information is provided in Success Ed and can be provided by the monitoring teacher, Campus Compliance Coordinator, department head, ARD Facilitator, or RDSPD teacher of the deaf who attends the ARD meeting.
- *Communication Needs Supplement for Deaf and Hard of Hearing -AI Supplement:* Student specific information describing detailed information about the AI student's communication skills. This form is completed for all AI students and is part of Success Ed. Teachers working with the student, including the RDSPD teacher of the deaf who attends the ARD, can assist in completing this form.
- *Referral to the RDSPD*: Information completed at annual ARD meetings for students who receive direct instruction (weekly or daily) from a RDSPD teacher of the deaf. The form is provided in Success Ed and can be completed by the monitoring teacher, Campus Compliance Coordinator, department head, ARD Facilitator, or teacher of the deaf who attends the ARD meeting.

SPEECH-LANGUAGE THERAPY
34 CFR § 300.8 (c) (11)

The 2004 IDEA Regulations define a speech or language impairment as a "communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance."

34 CFR § 300.34(c) (15)
"Speech-language pathology services" include—

- Identification of children with speech or language impairments;
- Diagnosis and appraisal of specific speech or language impairments;
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.
-

Purpose of Speech- Language therapy in the School Setting
34 CFR § 300.8 (c) (11)

Speech-Language Pathologists/Therapists specialize in the various aspects of speech therapy including articulation, language, fluency (stuttering), and voice. In the educational setting, the determination of a speech impairment is based on the presence of a communication disorder that adversely affects the educational or functional performance of the student. The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility based on a speech impairment MUST include a certified speech and language pathologist, a certified speech and language therapist, or a licensed speech/language pathologist. The team/committee, including the Speech-Language Pathologist/Therapist, determines if the student meets the eligibility criteria for speech-language impairment and if the student requires specially designed instruction by a speech-language pathologist. Speech therapy services can be provided through a variety of service delivery models.

Examples of Types of Speech-Language Disorders

Articulation Disorder
An articulation disorder is an "atypical production of speech sounds characterized by substitutions, omissions, additions or distortions that may interfere with intelligibility" (ASHA, 1993). Examples of an articulation disorder include substitution of /w/ for /r/ in the word "rabbit" or omission of the final consonant in a word such as "da" for "dad". The child's production of speech sounds should be compared to normal sound development in order to determine if the error is atypical or developmentally appropriate.

Fluency Disorder

A fluency disorder is an interruption in the production of fluent speech such as repetitions of sounds, syllables, words, or phrases, atypical rate of speech, and disruptions in rhythm. Speech production may be accompanied by secondary characteristics such as physical struggling behaviors or tension.

Voice Disorder

A voice disorder is an abnormal voice production in voice quality, pitch, volume, resonance, and/or duration that is considered to be inappropriate for the student's age or gender.

Language Disorder

A language disorder is a disorder in the child's ability to comprehend and/or express a message. Language disorders may occur in the 1) content (semantics) of language, 2) form (phonology, morphology, syntax) of language, and/or 3) the use (pragmatics) of language. Language disorders may be developmental or acquired, and range in severity from mild to severe. Children with language disorders are at high risk for learning disabilities and school failure.

- *Semantics* is an aspect of the language system that refers to word meaning in and across phrases and sentences (i.e. vocabulary use in context).
- *Phonology* is an aspect of the language system that deals with sounds, sound combinations, and the rules that govern sound combinations. An example of phonology would include identifying words that sound alike or rhyme. (i.e., Which word rhymes with mat: star or hat?).
- *Morphology* is an aspect of the language system that governs word structure and the smallest unit of meaning in the language system (i.e., prefixes, suffixes, tense markers). Examples of morphology would include adding /s/ to the end of a word to make it plural or adding the prefix "un" before a word to signify negation (open→unopen).
- *Syntax* is an aspect of the language system that governs the order and combinations of words to form sentences. Examples of syntax would range from the basic noun-verb combination (Mommy eat) to dependent clauses (Before he played the game, he finished his homework.).
- *Pragmatics* is an aspect of the language system that combines the content and form of language for use in functional, socially appropriate communication. Pragmatic language skills may include asking for information, responding to others, apologizing or accepting an apology, and seeking clarification. Nonverbal aspects of pragmatics or social language include skills such as reading body language, using appropriate body distance from the communication partner, and use or interpreting vocal intonation.

After a disorder is identified, the Speech-Language Pathologist/Therapist, along with the multidisciplinary evaluation team, considers the educational or functional implications of the communication disorder.

Continuum of Speech Therapy Services

A continuum of speech therapy services is available through Fort Bend ISD. The services range from general education intervention supports to speech therapy pull-out services. Service recommendations are individually designed based on the student's communication needs.

Direct speech services are services provided directly to the student in a variety of settings. Indirect speech services include a variety of speech services that support the student in his/her curriculum.

Direct, indirect, or a combination of service delivery models are designed on a student by student basis within the context of the ARD/IEP process.

Dismissal from Speech Therapy

A student may be considered for dismissal from speech therapy, **based on a re-evaluation**, when one or more of the following conditions exist:

1. Student has achieved mastery of goals and objectives in speech-language therapy and there are no further goals warranted.
2. Based on evaluation (formal or informal) and therapy data, the student no longer meets the FBISD Eligibility Guidelines for speech-language impairment.
3. Intervention may no longer result in measurable benefits, despite documented use of a variety of approaches and/or strategies.
4. Student has received speech services for a minimum of one year and no measurable progress has been made toward IEP goals.
5. Student's needs are being addressed in the least restrictive environment (LRE) or through other services such as inclusion, content mastery, resource, bilingual, or ESL instruction.
6. *The student's communication abilities are comparable to those of the same chronological age, gender, ethnicity, intellectual level, or cultural and linguistic background.
7. Parent request-after an ARD Committee meeting is held and agreement is reached to discontinue services at this time. If parent requests reinstatement of services, eligibility must be re-established according to The Speech and Language Eligibility Guidelines.

*When using these as basis for dismissal, the campus SLP must collaborate with the Lead Speech Pathologist prior to the ARD.

Sources: ASHA, Admission/Discharge Criteria in Speech-Language Pathology*: Ad Hoc Committee on Admission/Discharge Criteria in Speech-Language Pathology*. 2004.

TSHA SI Eligibility Guidelines (Texas Speech, Language, and Hearing Association)

VISUALLY IMPAIRED (VI) INSTRUCTION

19 TAC § 89.1050(b), TEC 30.002 (5), 34 CFR, §§300.24, 300.320-300.324

Purpose of Instructional Services for students with Visually Impairments (VI)
Maximizing lifelong success is the goal of education. Students with visual impairments have unique learning needs that must be addressed if they are going to access the regular core curriculum and become independent, productive citizens to the greatest extent possible. It is important the most appropriate decisions about development and implementation of programs and services for students with visual impairments are made. (Educating Students with Visual Impairments in Texas: Guidelines and Standards, 2015)

"Since students with visual impairments have unique learning needs, instructional teams should consider creative strategies to meet those needs. IDEA requires consideration of present levels of performance in both academic and functional areas. Texas law specifically notes that there will need to be flexibility on the part of school districts to meet the special needs of children with visual impairments (TEC 30.002 (5)). General and special education teachers are primarily responsible for instruction in the academic content, with the support of VI professionals to accommodate or modify instructional design and materials to address the impact of visual impairment." (Educating Students with Visual Impairments in Texas: Guidelines and Standards, 2015)

For a student from birth through two years of age with visual and/or auditory impairments, an individualized family services plan (IFSP) meeting must be held in place of an ARD committee meeting in accordance with 34 CFR, §§300.320-300.324, and the memorandum of understanding between the Texas Education Agency and the Department of Assistive and Rehabilitative Services.

Referrals for VI or O&M Services
When considering Instructional Services for students with visual impairments, the service provider will collaborate with other evaluation specialists in the initial SCORE meeting. Based on the results of the evaluation, the service provider will make recommendations about the need for service and make recommendations for service delivery time, and frequency and duration of services. After considering the recommendations made by the service providers, the ARD committee will determine whether or not the student is eligible for the service.

The 83rd Legislature made changes to the TEC section requiring an orientation and mobility evaluation performed by a certified orientation and mobility specialist as part of special education eligibility considerations for children with a suspected visual impairment. The new law requires that a Certified Orientation and Mobility Specialist (COMS) be part of the multidisciplinary team that performs re-evaluations for purposes of continuing eligibly for special education for students with vision impairment.

Service Delivery
Once the ARD committee determines the need for service, service delivery options may include indirect/consultation, direct service, community-based activities, or a combination of these options. IEP goals and objectives addressed by VI and O&M service providers may be collaborative with classroom teachers' goals and objectives.

A student's need for Vision or O&M services may vary over time. A student's needs may differ in intensity and focus during the student's school years. These fluctuations are reflected in the IEP plan and should be fluid and flexible, based on immediate educational needs at any time during the student's educational process. Consideration for services may be especially necessary during periods of transition between schools or into community activities. Other considerations are when there are significant changes to the IEP and/or vocational considerations.

Instruction should reflect the assessed needs of each student in all areas of academic and disability-specific core curriculum. These areas of emphasis have also been called the **Expanded Core Curriculum**. Assessments in all areas that determine each child's strengths and weaknesses can be used to assist the ARD committee build a program that truly addresses life-long competencies. The expanded core curriculum for students with visual impairments includes:

- compensatory or functional academic skills, including communication modes
- orientation and mobility
- social interaction skills
- independent living skills
- recreation and leisure skills
- career education
- use of assistive technology
- visual efficiency skills
- self determination

Not all areas will have equal urgency each year, but to make informed decisions on where to focus, it is essential to measure progress and functioning across all areas. The ARD committee should prioritize needs in order to develop an appropriate and comprehensive educational program for students with visual impairments.

Ordering Textbooks for the Visually Impaired (Large Print and Braille)
Requests for Large Print and Braille textbooks are provided to the Braillist by the TVI. The Braillist orders all Large Print and Braille textbooks.

Students not identified as receiving special education services

Related services are those services defined in federal regulations (300.24) that are required to assist a child with a disability to benefit from special education. VI and O&M services are only available to students served in special education.

Referral for a Student in the Initial Evaluation Process (VI and O&M)

1. The Program Manager, Evaluation and Related Services, will notify the Program Manager of Itinerant Services that Vision and O&M services will be addressed in an initial evaluation. Consent will have already been obtained by the campus evaluation staff member.
2. The campus evaluation staff member staff uploads the *Notice of Release/Consent to Request Confidential Information* form so that staff can contact the physicians.
3. The service providers will review the file and determine if a screening or a complete evaluation is warranted based on the referral. If the service providers begin with a screening and determine that no additional testing is necessary, the service providers will write up their screening results within the FIE and indicate in the conclusion of the FIE that Vision and O&M services are not recommended at this time. The service providers would write any appropriate recommendations from the screening in the respective sections of the FIE.
4. If the service providers determine that a complete evaluation is warranted, the service providers will conduct the evaluation and incorporate their evaluation into the integrated Full and Individual Evaluation report in the respective sections.

Standalone Evaluation

1. An evaluation should be completed by the recommending service provider.
2. The campus evaluation staff member must provide notice to the parent, obtain consent, and upload it for evaluation.
3. The report will be a standalone report completed as an addendum to the Full Individual Evaluation.
4. A review ARD must be held upon completion of the evaluation.

Three Year Reevaluations

1. The campus evaluation staff should include the service provider in the SCORE process.
2. The service provider will make recommendations to the scope of the evaluation.
3. The evaluation information will be incorporated into the integrated Full Individual Evaluation report.

Transfer Students

1. Campus will hold transfer ARD.
2. Document the Vision and O&M if applicable of recommended service time(s) from the prior district in the transfer ARD paperwork.
3. If the records from the prior district do not include a VI or O&M evaluation, campus staff should contact the district and specifically ask for a copy of the records.
4. If the records from the prior district include a VI and O&M evaluation, the service provider will review the evaluation and determine whether or not a reevaluation will be required.
5. The following paperwork needs to be submitted to the Program Manager, Itinerant Instructional Services, *ASAP* following a transfer ARD:
    a. VI or O&M IEP from prior district
    b. Copy of FVE, LMA and O&M evaluation, if available
    c. Most current eye report
    d. Any other relevant data

e. A copy of the schedule of services and deliberations from the transfer ARD stating the amount of Vision and O&M service time
f. Proposed date for annual ARD

ARD Meetings

1. The Campus Compliance Coordinator (CCC), ARD Facilitator, Department Head, and/or Campus Based Evaluation Team member will notify service provider of the date and time as soon as possible.
2. The service provider will complete an annual summary, update goals and objectives, and propose new goals and objectives, and collaborate with other service providers/teachers to draft goals and objectives. The service provider will also make recommendations for frequency, location, and duration of services by entering this information on the Schedule of Services page.
3. Collaborative goals and objectives, if appropriate based on individual needs, can be co-implemented with the classroom teacher. Collaborative goals and objectives must be developed by TVI or COMS in collaboration with another service provider/teacher. Service providers are responsible for indicating on the goal/objective form which specific IEP objectives that he/she will be working on collaboratively with the teacher. VI and O&M will be designated as implementers on the goals and objectives page as well.
4. Once the ARD has been held, return the Service Recommendation form to the TVI. This paperwork may be sent through inter-office mail addressed to VI Department at Progressive High School.

Dismissal from Services

A student may be considered for dismissal from VI or O&M when one or more of the following conditions exist:

a. The student has developed the performance components needed to progress toward educational goals established in the IEP;
b. The area of concern being addressed does not interfere with the student's ability to function or make progress in his/her educational setting;
c. Environmental or curricular adaptations have been established to allow for achievement of educational goals;
d. The student's need for remediation and/or compensation in the area(s) being addressed are being fully met by the student's educational or other service providers without the need for continued support;
e. The student's rate of progress in the educational environment in the area(s) being addressed continues to be steady and commensurate with the student's overall level of progress in other areas despite a decrease in services;
f. The student's level of educational functioning in the area(s) being addressed has reached age level, grade level, and / or level of intellectual potential; and/or
g. Services are no longer affecting change in the student's level of function or rate of skill acquisition

Dismissal Process

1. When a student meets one of the dismissal criteria, the service provider may recommend an evaluation to consider dismissal from services.

2. The service provider will communicate the need for a SCORE meeting to the campus evaluation staff.
3. The campus will provide Notice of Evaluation to the parent and obtain consent for the evaluation.
4. A new Full Individual Evaluation will be conducted, and the service provider will add his/her evaluation information into the integrated Full Individual Evaluation report.
5. A review ARD must be held to review the evaluation and recommendations for services. The following scenarios may occur. All decisions regarding eligibility and services are determined by the ARD committee.
    a. Dismissal from therapy services if the student no longer demonstrates an educational need for service.
    b. Changes to service delivery model, either from direct services to consultation, consultation to direct services, or a new combination of the two.
    c. Updated focus of services and any new goals for the IEP.

Section 4

INSPIRE • EQUIP • IMAGINE

FBISD
INSPIRE • EQUIP • IMAGINE

The Fort Bend Independent School District, an Equal Opportunity Educational Provider and Employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age, military status, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions. Additionally, the District does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a com plaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities. Policies DAA, DIA.

IV – Individualized Education Program

Table of Contents

TABLE OF CONTENTS 4000

RULE OF CONSTRUCTION 4003

FREE APPROPRIATE PUBLIC EDUCATION (FAPE) 4004

TIMELINE 4004

PRIOR WRITTEN NOTICES (PWN) 4005

Required Contents 4005
Timeline and Manner 4006
Prior Written Notice of ARD 4006
ARD Meeting at Parent's Request 4007
Prior Written Notice of Refusal 4008
Prior Written Notice: Notice of Decision 4008
Parent's Revocation of Consent 4008
Procedure 4008
Frequently Asked Questions 4009

WRITTEN REPORT OF THE ARD MEETING 4013

Introduction and Purpose 4013
Review Evaluation and Establish Eligibility for Special Education and Related Services 4013
Present Levels of Academic Achievement and Functional Performance 4013
Establish Goals and Objectives 4014
Determine Appropriate Services & Placement 4015
Closing ARD 4015

PARENT RIGHTS/PARTICIPATION 4016

Parent Participation 4016
Other Methods to Ensure Parent Participation 4016
Parent's Guide to the Admission, Review, and Dismissal (ARD) Process 4016
Information Provided to Parents 4016
Conducting an IEP Meeting without a Parent in Attendance 4017
Use of Interpreters or Other Action 4017
Parent Copy of Child's IEP 4017
34 CFR § 300.322(f); TEC § 29.005(d); 19 TAC 89.1050(i) 4017
Copy of Child's IEP when Parent is Unable to Speak English 4018
Parent Participation in Meetings 4018
Parent Involvement in Placement Decisions 4018
Parent Attorney at ARD meeting 4019
Parent Advocate at ARD meeting 4019
Age of Majority 4019
Transfer of Rights at Age of Majority 4019
Transfer of Parental Rights at Age of Majority 4020
Notification of the Transfer of Rights 4020
Right to Notice Following a Transfer of Rights 4020

MEMBERSHIP OF THE ARD COMMITTEE 4022

Consent to Excuse Member from Attending ARD Committee Meeting 4024

ARD MEETINGS 4025

Initial ARD 4025
Annual ARD 4025
Re-evaluation Planning ARD 4025
Review/Brief ARD 4025
ARD vs. Amendment to ARD/IEP 4026
ARD vs. Amendment to ARD/IEP Analysis 4027
Dismissal ARD 4030
Graduation 4030
Graduation Requirements 4030
Transfer ARD 4036

SPECIFIC AREAS TO ADDRESS DURING THE ARD MEETING 4037

Accelerated Instruction and Intensive Program of Instruction 4037
FBISD Procedure 4037
Personal Graduation Plan 4037
Adapted Physical Education (AdPE) 4038
Assistive Technology Equipment Check-Out Procedures 4041
Auditory Impairment (AI) 4041
Autism (AU) Supplement 4044
Extended School Year Services (ESYS) 4046
ESYS ARD Meeting 4047
ESYS Guidance 4048
Extracurricular/ Non-academic Activities 4048
Functional Behavior Assessment (FBA) 4048
Annual or Review ARD meetings 4050
Additional Information 4051
Grading and Reporting 4051
Documentation of Conference to Review Lack of Expected Progress 4052
Limited English Proficient (LEP) 4053
Introduction 4053
Identification & Exit of LEP Students 4053
"ARD COMMITTEE IN CONJUNCTION WITH THE LANGUAGE PROFICIENCY COMMITTEE" (ARD Committee/LPAC) 4054
Fort Bend ISD ARD/LPAC Collaboration Model 4054
Exiting of Special Education/LEP Students 4058
ARD/LPAC Supplement 4062
ARD/LPAC Collaboration Team Staffing and ARD Documentation Process and Forms 4062
Frequently Asked Questions 4063
Least Restrictive Environment (LRE) 4065
Access to Facilities 4065
Compliance 4065
Placement 4065
LRE Questions appropriate for the ARDC 4066
Student Success Initiative 4067
State Assessment Decision-Making Procedures for Students with Disabilities 4067
FBISD Procedure 4068
Determining State Assessment for Transfer Students 4071
Supplementary Aids and Services – Accommodations 4073
Student-Specific/1:1 Aide or Paraprofessional 4073
Audio Recording 4074
Service Animals 4075
Transition Planning 4080
Transition Process 4080
Transition Teacher 4081
Visual Impairment Including Blindness (VI) 4081

IV – Individualized Education Program

GENERAL EDUCATION TEACHER INPUT 4083

Opportunity for General Education Teachers to Request Assistance 4083
Special Education Case Manager 4083

SPECIAL EDUCATION TEACHER / SERVICE PROVIDER RESPONSIBILITIES 4089

Prior to the ARD 4089
After the ARD 4089
Update IEP Goals & Objectives 4090
FAQs related to Documenting progress towards IEPs 4090
Compensatory Services 4091

RULE OF CONSTRUCTION

19 TAC §§ 89.1050(a), 89.1040(b); 34 CFR §§ 300.306(a)(1), 300.320-300.321; 20 USC § 1414; TEC §§ 29.005, 29.0051

The District must establish an Admission, Review, and Dismissal Committee (ARDC) for each child with a disability and for each child whom an evaluation is conducted.

The term "*individualized education program*" (IEP) means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with the Admission, Review, and Dismissal (ARD) framework.

The ARDC is the:

1. Group that determines whether the child is a child with a disability and the educational needs of the child;
2. Team defined in federal law that develops the IEP; and
3. Group that determines the educational placement of the child.

Additional information need not be included in the child's IEP beyond what is explicitly required in the ARD framework and in the Texas Education Agency's (TEA's) model IEP form.

The ARDC need not include information under one component of the child's IEP that is already contained under another component.

The ARDC may use the TEA's model IEP form to comply with the ARD framework: http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Programs_and_Services/IEP_Model_Form/

"Prior to IEP meetings, staff may engage in activities, such as researching placement and services options, preparing draft IEP documents, writing reports, creating charts, and comparing student makeup of various program settings, in preparation for IEP team meetings. Actual IEP and placement decisions, however, are not made until parental concerns and input are considered in the actual IEP meeting. Although staff may have formed opinions about various IEP and placement options, no final decision is made before full consideration of data and parental input at the IEP team meeting. The District has no policies, formal or informal, conclusively against any particular service, program, or placement option."

IV – Individualized Education Program

REQUIRED ARD

19 TAC § 89.1011; TEC § 29.005; 34 CFR § 300.112

Fort Bend ISD may not legally provide special education and related services to a child with a disability, regardless of the nature of the disability or the level of need, at any time before the child has been evaluated and determined by an Admission, Review, and Dismissal (ARD) Committee to be eligible for such services. Prior to the evaluation and ARD Committee determination, it would only be legally appropriate to provide the child with regular education support services available to all students which could include academic and/or behavioral support services. A temporary placement made in the absence of an ARD Committee decision and without evaluation data runs the risk of violating LRE provisions and gives the mistaken impression that such decisions are made on the basis of the specific disability instead of the individualized educational plan (IEP).

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

The Individuals with Disabilities Act (IDEA) guarantees every eligible student a "free appropriate public education". The law states that all public schools must:

- find and identify students who have a disability (*Child Find*);
- involve parents in decision-making;
- evaluate (test) students in a non-discriminatory way;
- develop an Individualized Education Plan (IEP) for each student that will help him/her be involved in and progress in the general curriculum;
- decide what special instruction and related services the school district will provide, and

provide services in the least restrictive environment (a placement that allows a student with disabilities to be educated to the maximum extent appropriate with students who do not have disabilities).

TIMELINE

19 TAC § 89.1050

An ARD committee meeting shall be held within 30 calendar days from the date of the completion of the initial Full Individual Evaluation. If the district receives written consent for the Full Individual Evaluation at least 35 but less than 45 school days before the last instructional day of the school year, the evaluation must be completed and the written report provided to the parent or legal guardian not later than June 30 of that year. The student's ARD shall meet not later than the 15th school day of the following school year to review the evaluation.

PRIOR WRITTEN NOTICES (PWN)

34 CFR §§ 300.503, 300.505; 19 TAC § 89.1050; OSEP Letter to Leiberman; TEC § 29.005

Section 300.503 of IDEA requires that a Prior Written Notice of Change be sent home to the parent in a reasonable time before the school:

1. Proposes or refuses to initiate or change the identification of the child;
2. Proposes or refuses to initiate or change the evaluation of the child;
3. Proposes or refuses to initiate or change the educational placement of the child;
4. Proposes or refuses to initiate or change the provision of a free appropriate public education (FAPE) to the child; or
5. Ceases the provision of special education and related services due to the parent's revocation of consent for services.

The school must provide prior written notice regardless of whether the parent agreed to the change or requested the change.

Type	**Used When…**	**Location in Special Education Handbook**
PWN of ARD Meeting	An ARD Meeting is scheduled for a student.	This area
PWN of Change	A change is made to a student's IEP.	This area
PWN of Evaluation	An evaluation is proposed for a student.	Section 1 in Special Education Handbook
PWN of Refusal	A reconvened ARD Meeting does not reach mutual agreement or when the District refuses a specific request by the parent outside of an ARD meeting.	This area
Revocation of Consent	A parent or adult student revokes their consent for the provision of Special Education services.	This area

Required Contents

The Prior Written Notice must contain:

1. A description of the action proposed or refused by the agency;
2. An explanation of why the agency proposes or refuses to take the action;

3. A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;
4. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part, and if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
5. Sources for parents to contact to obtain assistance in understanding the provisions of IDEA Part B;
6. A description of other options that the ARDC considered and the reasons why those options were rejected; and
7. A description of other factors that are relevant to the agency's proposal or refusal.

Timeline and Manner

The school must provide the parent with Prior Written Notice at least 5 school days before the school proposes or refuses the action, unless the parent agrees to a shorter timeframe.

If a parent submits a written request to the District's director of special education services or to an administrative employee for an initial evaluation, the District must, not later than the 15th school day after the date of the receipt, provide the parent with:

1. Prior Written Notice of its proposal to conduct an evaluation, a copy of the Notice of Procedural Safeguards, and an opportunity to give written consent for initial evaluation; or
2. Prior Written Notice of its refusal to conduct an evaluation and a copy of the Notice of Procedural Safeguards.

If the Prior Written Notice is in response to a parent's revocation of consent for services, the school must provide Prior Written Notice before ceasing the provision of special education and related services to the child.

The school must provide Prior Written Notice in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

A parent may elect to receive Prior Written Notices by an electronic mail communication, if the District makes that option available.

Prior Written Notice of ARD

A Prior Written Notice of the ARD meeting must be received by the parent at least 5 school days prior to the date of the ARD. If the Prior Written Notice of the ARD Meeting is received by the parent less than or equal to 5 school days prior to the ARD, the parent must sign that they waive their right to the 5-day notice, and the signed notice must be attached to the ARD packed and filed in the State Audit Folder.

ARD Meeting at Parent's Request

19 TAC 89.1050(e)

Upon receipt of a written request for an ARD Meeting from a parent, the school district must collaborate with the parent on a mutually agreeable date and time. In accordance with Board Policy EHBAB Legal, if the school district refuses to convene the ARD Meeting, within five days of the request, the parent must be provided with a Prior Written Notice of Refusal explaining why the district refuses to convene the meeting.

If a campus believes an ARD meeting is not warranted, the CCC/ARD Facilitator, in conjunction with the campus principal must contact the Director of Special Education regarding the refusal prior to initiating the Prior Written Notice of Refusal.

Non-Consensus ARD Procedure

1. When mutual agreement about all required elements of the IEP is not achieved, the party (parent or adult student) who disagrees shall be offered a single opportunity to have the committee recess for a period of time not to exceed ten school days.
2. The deliberations should thoroughly outline the school district's recommendations as well as the parent's points of disagreement. The ARD is considered to end in Non-Consensus and should be completed and locked.
3. Prior to the end of the Non-Consensus ARD, schedule the date and time of the next ARD, often referred to as the 10 day ARD or the Reconvened ARD. This date must be held within 10 school days of the ARD Meeting (unless both the parent and the LEA agree to extend beyond the 10-day timeline). Once the date is agreed upon, Prior Written Notice must be given.
4. Contact the Program Manager for the particular program regarding the ARD that ended in disagreement to schedule a staffing at least 2-3 days prior to the Reconvened or 10 Day ARD.
5. During the recess, the parents and the school-based committee members shall consider alternatives, gather data, prepare further documentation, and/or obtain additional resource persons which may assist in enabling the committee to reach mutual agreement.
6. If the Reconvened/10 Day ARD committee does not reach mutual agreement, give the parent a current copy of their procedural safeguards (utilize the July 2018 updated version) and explain the Resolving Disagreement process found on page 10. Let the parent know that the district will implement the IEP which it has determined to be appropriate in five school days from receipt of the Prior Written Notice: Notice of Decision/Refusal. Also, inform the parent that a Notice of Refusal will be sent to the parent.

Prior Written Notice of Refusal

19 TAC § 89.1050; TEC § 29.005

If the reconvened ARD meeting ends in Non-Consensus, contact the Director of Special Education immediately following the ARD meeting so that plans can be made to send the parent the required Notice of Refusal. The Director must review the Prior Written Notice before the final copy is provided to the parent.

Prior Written Notice: Notice of Decision

The PWN of Decision is located in Success Ed and must be completed at the end of each ARD to summarize the changes from the previous ARD.

Parent's Revocation of Consent

34 CFR § 300.300(b)

Revocation of consent by a parent for the continued provision of special education and related services must be in writing. If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent for the continued provision of special education and related services, the LEA:

- May not continue to provide special education and related services to the child;
- Must provide Prior Written Notice before ceasing the provision of special education and related services;
- May not use the procedural safeguards (including the mediation procedures or the due process procedures) in order to obtain agreement or a ruling that the services may be provided to the child;
- Will not be considered to be in violation of the requirement to make a FAPE available to the child because of the failure to provide the child with further special education and related services; and
- Is not required to convene an ARD Committee Meeting or develop an IEP for further provision of special education and related services for the child, as defined in Rule of Construction.

Procedure

When a parent notifies the LEA of their desire to revoke consent for special education services, the following procedure should be followed:

1. Notify the Assistant Director of Special Education over the program in which the student is served;
2. CCC/AF will draft the Notice of Revocation in Success Ed.
3. The Assistant Director will contact the parent and schedule a meeting to discuss the revocation and if needed, complete all appropriate Notice of Revocation paperwork.

Frequently Asked Questions

1. *Question 1: When is a school district required to provide a parent or an adult student with prior written notice?*

   A school district must provide a parent or an adult student with prior written notice when it proposes or refuses to initiate or change the student's identification, evaluation, placement, or how the student is provided a Free Appropriate Public Education (FAPE). A school district is also required to provide prior written notice to a parent or an adult student before it ceases to provide special education and related services in response to the parent's or adult student's revocation of consent for the continued provision of services. In addition, a school district must provide prior written notice before implementing an individualized education program (IEP) with which the parent or adult student disagrees.

   Some examples of when a school district must provide prior written notice are when it proposes or refuses to:
   1. Conduct an initial evaluation of the student;
   2. Change the student's placement from a special education classroom to a general education classroom; or
   3. Change the types or amounts of related services the student receives.

2. *Is there a timeline for when a school district must provide a parent or an adult student with prior written notice?*

   Yes. A school district must provide prior written notice at least five school days before it implements the proposal or refusal described in the notice, unless the parent or adult student agrees otherwise. This means that a student's new or revised IEP cannot be implemented until at least five school days after the school district provides the prior written notice.

3. *Can a parent or an adult student waive the five-day notice requirement so that a change to the student's IEP can be implemented sooner?*

   Yes. The parent or adult student may waive the five-day notice requirement. TEA recommends that school districts implement policies and procedures that address how a waiver of the five-day notice requirement should be documented.

4. *Must a school district provide a parent or an adult student with prior written notice every instance where a student's IEP is changed?*

   Probably yes. Whenever a student's IEP is changed with regard to the student's identification, evaluation, or educational placement, the school district must provide prior written notice. In

addition, a school district is required to provide prior written notice when a change relates to the provision of FAPE to the student. FAPE means, among other things, special education, and related services that are provided in conformity with a student's IEP. Therefore, a proposal to change a student's IEP, which typically involves a change to the type, amount, or location of the services provided to the student, would trigger the requirement to provide prior written notice.

5. *Must a school district provide prior written notice to a parent or an adult student even if the parent or adult student has agreed to the proposed change?*

   Yes. A school district must provide prior written notice regardless of whether the parent agrees or disagrees with the change.

6. *Must a school district provide prior written notice to a parent or an adult student even if the proposed change was initiated by the parent or adult student?*

   Yes. A school district must provide prior written notice regardless of who initiated the change.

7. *Must a school district provide prior written notice to a parent or an adult student when a student's IEP is amended outside of an Admission, Review, and Dismissal (ARD) committee meeting?*

   Yes. If a school district and a parent or an adult student agrees to amend the student's IEP without convening an ARD committee meeting, the school district must provide the parent or adult student with prior written notice of the amendment.

8. *Must a school district provide prior written notice to a parent or an adult student when the student graduates from high school?*

   Yes. Provisions at 34 CFR §300.102 read in part, "Graduation from high school with a regular high school diploma constitutes a change in placement, requiring written prior notice in accordance with §300.503."

9. *Is there a specific form that school districts must use for prior written notices?*

   No. The federal regulations do not require that a standard form be used, but do specify the content that must be included in a prior written notice. The District utilizes the Prior Written Notice found in Success Ed.

10. *What information must the prior written notice contain?*

    The prior written notice must include the following:

    1. A description of the action proposed or refused by the school district;

2. An explanation of why the school district proposes or refuses to take the action;
3. A description of each evaluation procedure, assessment, record, or report that the school district used as a basis for the proposed or refused action;
4. A statement that the parent of a student with a disability (or an adult student) has protection under the procedural safeguards of Part B of the Individuals with Disabilities Act (IDEA), and if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
5. Sources to contact to obtain assistance in understanding the provisions of Part B of IDEA;
6. A description of other options that the ARD committee considered and the reasons why those options were rejected; and
7. A description of other factors that is relevant to the school district's proposal or refusal.

11. *Can the record from the ARD committee meeting itself constitute the prior written notice, rather than requiring a separate document?*

    Yes. The record from the ARD committee meeting, which includes, among other things, the proposed IEP, can be used for the prior written notice as long as the documents the parent or adult student receives contain all of the content that must be included in a prior written notice. (See Response to Question 9.)

12. *Does the five-day notice requirement apply to notices of ARD committee meetings?*

    Yes. A school district must provide a parent or an adult student with a notice of the student's ARD committee meeting at least five school days before the meeting, unless the parent or adult student agrees otherwise.

13. *When must a school district provide prior written notice that it will implement an IEP with which the parent or adult student disagrees?*

    When a school district and a parent or an adult student cannot reach agreement about all of the required elements of an IEP, the school district must offer the parent or adult student one opportunity to have the ARD committee recess for a period not to exceed 10 school days. If the parent or adult student refuses the offer to recess the meeting or if the ARD committee still cannot reach agreement after reconvening, the school district must provide the parent or adult student with prior written notice that it will implement the IEP that it has determined to be appropriate.

14. *What if a parent's native language is not English?*

A prior written notice must be provided in the parent's native language or other mode of communication, unless it is clearly not feasible to do so. If the native language or other mode of communication is not a written language, the school district must take steps to ensure that: (a) the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; (b) the parent understands the content of the notice; and (c) there is written evidence that the school district met these requirements.

WRITTEN REPORT OF THE ARD MEETING

19 TAC § 89.1050

Committee Deliberations are the way the school district tells the story of the ARD meeting. The required pieces of the meeting are documented in the ARD paperwork via Success Ed, and the Committee Deliberations assist with an understanding of the process and document how the ARD committee made the decisions and also include information that may not be addressed on the ARD paperwork. The documentation should be factual. If the parent has concerns, those concerns, along with the campus' response should be addressed and noted in the deliberations. If the parent disagrees with the Committee Deliberations, it should be noted in the Committee Deliberations. However, school personnel do not have to change the Committee Deliberations based on the parent's request.

The parent can provide additional information (e.g. notes, writings, etc.). However, the ARD Committee should document where the official Committee Deliberations end and the parent's additions begin.

An ARD Agenda should be utilized for all Annual ARD meetings. The agenda will assist the ARD committee with the sequence of the meeting. The following information provides additional guidance regarding the ARD Agenda:

Introduction and Purpose

- Explain purpose of the ARD, verify 5-day notice was received and/or parent waived
- Introduce participants and their roles-use first and last names (clarify spelling if necessary)
- Review agenda and outcomes
- Review decision-making process, ground rules, -define consensus for the committee and clarify it is not a voting process with majority rules
- Ask parent if there is anything they would like to add (i.e. questions about process, other information)

Review Evaluation and Establish Eligibility for Special Education and Related Services

- Review any new evaluation data (includes information from school district and from parent such as private testing, etc.)
- Is a re-evaluation needed?
- Is student eligible to continue services?
- Determine eligibility-it is important to confirm the correct eligibility is on PAGE 2 of paperwork and that it matches the last FIE accepted by the ARDC

Present Levels of Academic Achievement and Functional Performance

34 CFR § 300.320(a)(1)

The ARDC must provide a statement of the child's Present Levels of Academic Achievement and Functional Performance (PLAAFP). The PLAAFP is a statement of a student's present level of academic

(social, behavioral, communication, health, and transition) achievement and functional performance. A PLAAFP describes how the student's disability affects his/her involvement and progress in the general education curriculum (or how the disability affects a preschool child's participation in appropriate activities). A PLAAFP states the following information about the student:

1. Impact of Disability Statement – clear statement of how the disability affects involvement and progress in the same curriculum as non-disabled students with a clear consistency between the FIE and the PLAAFP
2. Progress Statement – evidence of change in performance over last year, along with a review or summary of the previous year's IEP.
3. Accommodations and Modifications – student performance with accommodations and/or modifications is reported as well as performance without.
4. Variety of information from a variety of sources – includes parent and student information to give a complete and accurate picture
5. Measurable and observable baseline data – used to track progress, along with consistent tools to measure progress

- Discuss Transition Planning
- Review achievement on previous years' short-term goals and objectives (academic and behavior)-a copy of the updated goals and objectives must be presented at the ARD meeting and attached to the ARD paperwork.
- Discuss specific needs in the area of:
    - Language (second language learners as their needs relate to their IEP)
    - Communication
    - Physical
    - Behavioral (includes behavioral data, attendance, discussion of need for supplements – FBA, BIP)
    - Academic/Developmental – discuss areas in which student's disability significantly interferes
- Review current grades and current credits (if applicable)
- Review District and/or State Assessment and Ren360 results
- Prevocational/Vocational (include CTE information here)
- Review the need for assistive technology devices and services
- Discuss the recommendation for ESYS due to regression/recoupment/maintenance of critical skills Make sure the parent has provided input in enhancing the education of their student at some point during this discussion (documented in deliberations)

Establish Goals and Objectives

34 CFR § 320.(a)(2)

What is it that we want the child to know, understand, and be able to do a year from now?

- Present proposed goals and objectives
- Discuss supplementary aids and services
- Accommodations

- Supplementary Aids and Services
- Discuss Accelerated Instruction needs, if applicable (Intensive Remediation under the SSI requirements)
- Determine State Assessment and need for accommodations
- Determination of types of District-Wide Assessments and need for accommodations
- Complete LPAC Supplement (if applicable) and discuss justifications

Determine Appropriate Services & Placement

In what placement in the least restrictive environment can the goals and objectives be implemented appropriately? During this process all consensus members of the ARD should give input.

- Discuss services to be provided (don't forget to follow up on the ESYS needs if appropriate)
- Consider the least restrictive environment
- Discuss justification for removal from general education environment (Stetson Form 2, ICS logs, etc)
- Finalize schedule of services and determine placement

Closing ARD

- Provide assurances
- Read Committee Deliberations
- Confirm agreements, including signatures
- Develop action plan for follow up if necessary
- Distribute paperwork
- Thank all parties for attending

PARENT RIGHTS/PARTICIPATION

Parent Participation

19 TAC § 89.1050(d); TEC §§ 26.0081, 29.005; 34 CFR §§ 300.322, 300.501; 20 USC § 1414(d)(1)(B)(i)

The District must take steps to ensure that one or both of the parents of a child with a disability are present at each ARD meeting or are afforded the opportunity to participate, including:

1. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
2. Scheduling the meeting at a mutually agreed on time and place.
    - A meeting does not include:
        - Informal or unscheduled conversations involving the LEA personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision; or
        - Preparatory provisions

Other Methods to Ensure Parent Participation

If neither parent can attend the ARD meeting, the District must use other methods to ensure parent participation such as:

1. Individual or conference telephone calls; or
2. Video conferences.

Parent's Guide to the Admission, Review, and Dismissal (ARD) Process

*TEC § 26.0081(a),(b)*The District must provide the parent the Parent's Guide to the Admission, Review, and Dismissal Process:

1. As soon as practicable after a referral for possible special education services, but at least 5 school days before the initial ARD meeting; and
2. At any other time on reasonable request of the child's parent.

A copy of the guide can be located on the Texas Education Agency's website as well as the FBISD Special Education website.

Information Provided to Parents

34 CFR §§ 300.322; 300.501(b)(2); 19 TAC §§ 1050(d), 89.1055(i); 20 USC § 1417(c)

1. The District must provide the parents with written notice of an ARD meeting at least 5 school days before the meeting unless the parents agree to a shorter timeframe. The notice must:
    a. Indicate the purpose, time, and location of the meeting and who will be in attendance; and
    b. Inform the parents of the provisions relating to the participation of other individuals who have knowledge or special expertise about the child relating to the participation

of the Part C service coordinator or other representatives of the Part C system at the initial ARD meeting for the child previously served under the IDEA in compliance with the rules relating to ARDC membership.

2. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the ARDC, the notice must also indicate:
    a. That a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child; and
    b. That the agency will invite the student; and
    c. Any other agency that will be invited to send a representative with the consent of the parents or adult student.

Conducting an IEP Meeting without a Parent in Attendance

34 CFR §§ 300.322(d), 300.501(c)(4)

A meeting may be conducted without a parent in attendance if Fort Bend ISD is unable to encourage parents that they should attend. The District must keep a record of its attempts to arrange a mutually agreed on time and place such as:

- Detailed records of telephone calls made or attempted and the results of those calls;
- Copies of correspondence sent to the parent and any responses received; and
- Detailed records of visits made to the parent's home or place of employment and the results of those visits.

In certain cases, a letter may be sent after 3 attempts to schedule the ARD meeting. This letter summarizes the attempts made and when the ARD is scheduled. The parent is encouraged to attend but if unable to, then the ARD will be held and the information will be mailed to the parent via certified U.S. Mail.

Use of Interpreters or Other Action

34 CFR § 300.322(e)

The District must take action to ensure that the parent understands the proceedings of the ARD meeting including arranging for an interpreter for parents with deafness or whose native language is other than English.

Parent Copy of Child's IEP

34 CFR § 300.322(f); TEC § 29.005(d); 19 TAC 89.1050(i)

The District must give the parent a copy of the child's IEP at no cost to the parent. **The parent should receive a copy of the ARD documents as soon as possible, but no later than 5 school days after the ARD.**

Copy of Child's IEP when Parent is Unable to Speak English

If the child's parent is unable to speak English, the District must:

1. Provide the parent with a written copy or audio recording of the child's IEP translated into Spanish if Spanish is the parent's native language; or
2. Make a good faith effort to provide the parent with a written copy or audio recording of the child's IEP translated into the parent's native language if the parent's native language is a language other than Spanish.

Parent Participation in Meetings

1. The parents of a child with a disability must be afforded an opportunity to participate in meetings with respect to--
    a. The identification, evaluation, and educational placement of the child; and
    b. The provision of FAPE to the child.
2. Fort Bend ISD must provide the appropriate Notice to ensure that parents of children with disabilities have the opportunity to participate in meetings described in paragraph (b) (1) of this section.
3. A meeting does not include informal or unscheduled conversations involving Fort Bend ISD personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision if those issues are not addressed in the child's IEP. A meeting also does not include preparatory activities that Fort Bend ISD personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

Parent Involvement in Placement Decisions

1. The Fort Bend ISD must ensure that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of the parent's child.
2. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the Fort Bend ISD must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.
3. A placement decision may be made by the ARD Committee without the involvement of a parent, if Fort Bend ISD is unable to obtain the parent's participation in the decision. In this case, Fort Bend ISD must have a record of its attempt to ensure their involvement. In this case, a letter may be sent after 3 attempts to schedule the ARD meeting. This letter summarizes the attempts made and when the ARD is scheduled. The parent is encouraged to attend but if unable to, then the ARD will be held and the information will be mailed to the parent via certified U.S. Mail.

Parent Attorney at ARD meeting

A parent has a right to bring an attorney to an ARD meeting. However, if an attorney will be present, the District will also need to have legal representation.

The following procedures are recommended if a parent notifies the campus they will bring an attorney to the ARD:

1. Campus evaluation specialist/CCC/DH/ARD Facilitator must notify the Program Manager for the program in which the student is currently receiving services and review any concerns the parent has expressed.
2. The Program Manager will ensure the Director/Executive Director are aware of the request.
3. The Director/Executive Director will contact the District's legal representation regarding the proposed ARD dates.
4. A staffing should be scheduled prior to the ARD to include the District's legal representation as well as special education central office staff (Program Mangers, Assistant Directors, etc.) and the campus staff who will attend the ARD meeting.

Parent Advocate at ARD meeting

A parent has a right to bring an advocate to an ARD meeting.

The following procedures are recommended if a parent notifies the campus they will bring an advocate to the ARD:

1. Campus evaluation specialist/CCC/DH/ARD Facilitator must notify the Program Manager for the program in which the student is currently receiving services and review any concerns the parent has expressed.
2. A staffing should be scheduled prior to the ARD to include the appropriate central office staff (Program Manager, Program Specialist, Assistant Director, Lead LSSP/SLP/Diag). During the staffing, the proposed ARD dates and central office attendance at ARD will be discussed.

Age of Majority

19 TAC § 89.1049; TEC §29.017; 34 CFR § 300.320

Transfer of Rights at Age of Majority

1. At least one year before a student reaches 18 years of age, the student's IEP must include a statement that the student has been informed that unless the student's parent or other

individual has been granted guardianship of the student, all rights granted to the parent under the Individuals with Disabilities Education Act (IDEA), other than the right to receive any notice required under IDEA, will transfer to the student upon reaching age 18.

2. *After the student reaches the age of 18, Fort Bend ISD shall provide any notice required under the IDEA to both the adult student and to the parent.*

Transfer of Parental Rights at Age of Majority

34 CFR §§ 99.31(8), 99.5(a), 300.520(a), 300.625(b), (c); 19 TAC § 89.1049(b), (e); TEC § 29.017(b); 20 USC 1415(m)(1)

When a child with a disability reaches 18 years old (except for a child who has been determined to be incompetent under state law):

1. All rights under the IDEA transfer from the parent to the adult student (except that the District must provide any notice required under the IDEA to both the adult student and the parents); and
2. All rights under the Family Education Rights and Privacy Act (FERPA) transfer from the parent to the adult student (except that consent is not required to disclose information to the parent of an adult student if the student is a dependent student, or another exception applies regarding when consent is not required to disclose information).

An adult student who holds rights under the IDEA is not prohibited from executing a valid power of attorney.

Notification of the Transfer of Rights

34 CFR 300.520(a)(3); TEC § 29.017(c); 19 TAC § 89.1049(c); 20 § USC 1415(m)(1)(C)

Fort Bend ISD must notify in writing the adult student and parent of the transfer of rights at the time the student reaches the age of 18. This notice must include:

1. A statement that parental rights have transferred to the adult student; and
2. Provide contact information for the parties to use in obtaining additional information.

The notification of the transfer of rights need not contain the elements of Prior Written Notice, and this notification is separate and distinct from the requirement that the student's IEP include a statement relating to the transfer of parental rights beginning at least one year before the student reaches the age of 18.

Right to Notice Following a Transfer of Rights

34 CFR § 300.520(a)(1)(i); 19 TAC § 89.1049(a), (d); TEC § 9.017(a); 20 USC § 1415(m)(1)(A)

While the District must provide any notice required by the IDEA to both the adult student and parent following a transfer of rights:

1. Prior Written Notice of an ARD meeting does not constitute an invitation to, or create a right for, the parent to attend the meeting; and
2. Prior Written Notice given to an adult student and parent does not create a right for the parent to consent or participate in the proposal or refusal to which the notice relates.

However, the adult student or Fort Bend ISD may invite individuals who have knowledge or special expertise regarding the student, including the parent.

MEMBERSHIP OF THE ARD COMMITTEE

34 CFR §§ 300.18, 300.156, 300.321; 19 TAC § 89.1050 (c); 19 TAC §§ 75.1023(d)(1), 89.1050, 89.1255(f)(4), 89.12259(k), 89.1230(b), 89.1131(b) (30, 101.1003(b), 101.005(a)

The following members should be included in each ARD meeting:

1. The parents of the child with a disability;
2. Not less than one general education teacher of the child (if the child is, or may be, participating in the regular education environment):
    a. Who is a regular education teacher responsible for implementing a portion of the child's IEP; and
    b. Who, as a member of the ARDC, to the extent appropriate, participates in the development, review, and revision of the IEP, including the determination of appropriate positive behavioral interventions and supports and other strategies for the child and supplementary aids and services, program modifications and supports for school personnel;
3. Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child who is appropriately certified or licensed;
4. Local Education Agency (LEA) Representation – Campus Administrator:
    a. Who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
    b. Who is knowledgeable about the general education curriculum; and
    c. Who is knowledgeable about the availability of resources of the LEA;
5. Evaluation Specialist (not required at all ARD meetings but must be there if evaluation/eligibility is being reviewed or is in question, MDR is held, student dismissal or graduation is to be discussed);
6. At the discretion of the parent or Fort Bend ISD, other individuals who have knowledge or special expertise regarding the child, including:
    a. Related services personnel as appropriate;
    b. With the consent of the parents or a child who has reached the age of majority, a representative of any participating agency that is likely to be responsible for providing for or paying for transition services; and
    c. In the case of a child who has previously served under the Early Childhood Intervention (ECI) program, at the request of the parent, by invitation to the initial ARD meeting, the ECI service coordinator or other representatives of the ECY system to assist with the smooth transition of services;
7. The child with a disability, whenever appropriate, when the purpose of the meeting will be consideration of transition services (and if the child does not attend, the District must take other steps to ensure that the child's interests and preferences are considered);
8. A teacher who is certified in the education of children with auditory impairments for the child with a suspected or documented auditory impairment including suspected or documented deaf-blindness;

9. A teacher who is certified in the education of children with visual impairments for the child with a suspected or documented visual impairment including suspected or documented deaf-blindness;
10. When determining participation in state and district-wide assessments for an English language learner, a member of the language proficiency assessment committee (LPAC) to address the child's needs; and
11. When considering initial or continue placement of the child in Career and Technical Education (CTE), a representative from CTE preferably the teacher.

Consent to Excuse Member from Attending ARD Committee Meeting
19 TAC § 89.1050(c)(5); 34 CFR § 300.321; 20 USC § 1414(d)(1)(C)

A required member is not required to attend an ARD committee meeting (in whole or in part) if the member's area of the curriculum or related services is not being modified or discussed in the meeting and the following conditions are satisfied:

1. The parent and the District agree in writing that:

    a. The member's attendance is not necessary; and
    b. The member's area of the curriculum or related services is not being modified or discussed in the meeting.

2. The Excusal is documented on the Consent to Excuse ARD Committee Member(s) found in Success Ed within the Notice of IEP Meeting.

When a required member's area of the curriculum or related services is being modified or discussed in the meeting, the required member may be excused from attending an ARD committee meeting (in whole or in part) if the following conditions are satisfied:

1. The parent and the LEA consent to excuse the member from the ARD meeting;
2. The parent's consent is in writing; AND
3. The member submits in writing to the parent and the ARD committee input into the development of the IEP prior to the meeting. FBISD Special Education Department will provide a form the teacher must use to report information to the parent.
4. The Excusal is documented on the Consent to Excuse ARD Committee Member(s) found in Success ED within the Notice of IEP Meeting AND the input from the member being excused is documented within the ARD Committee Minutes.

The Excusal process may be utilized in certain situations. The Attendance and Excusal procedures do not have to be followed for the following ARDC members:

1. The parent;
2. The child with a disability; and
3. Other individuals who have knowledge or special expertise regarding the child who attend at the discretion of the parent or the LEA.

The District prefers that the Excusal process not occur at the annual ARD, or for any other ARD meeting unless prior approval is obtained by the appropriate Assistant Director of Special Education. It is important that all required members attend the student's ARD meeting.

IV – Individualized Education Program

ARD MEETINGS

Initial ARD

TEC § 29.004 and 29.005

An Initial ARD meeting must be held within 30 calendar days of the completed Initial evaluation unless the district receives written consent for the Full Individual Evaluation at least 35 but less than 45 school days before the last instructional day of the school year, the evaluation must be completed and the written report provided to the parent or legal guardian not later than June 30 of that year. The student's ARD shall meet not later than the 15th school day of the following school year to review the evaluation.

In the event that the parent is non-responsive to communication, regarding the Initial ARD, notice of the ARD should be sent and the Initial ARD held without the parent within the required timeframe. A letter must be sent after 3 attempts to schedule the ARD meeting. This letter summarizes the attempts made and when the ARD is scheduled. The parent is encouraged to attend, but if unable to, then the ARD will be held and the information will be mailed to the parent via certified U.S. Mail. The school district should develop the IEP (which includes goals objectives, programming, placement and services) and then send a copy of the Initial ARD to the parent.

Consent for Initial Placement form must be signed by the parent prior to Special Education services being implemented. It is important to remember the parent must give consent prior to services beginning. If the parent does not sign consent for services, the CCC/ARD Facilitator is to contact the Program Manager of Evaluation for guidance.

Annual ARD

Each student with a disability must have an ARD meeting within one year of the last Annual ARD date. An Annual ARD meeting may be held prior to the previous year's Annual ARD date but must not be held after the Annual ARD date of the previous year.

Re-evaluation Planning ARD

34 CFR § 300.324

Fort Bend ISD does not utilize a Re-evaluation Planning ARD but rather uses the SCORE process to discuss and plan for the re-evaluation process. Please see Section 1 of these Special Education Administrative Procedures for specifics on planning for a Re-evaluation (SCORE meeting process which is completed with IEP members but outside of the ARD meeting). *It is critical to remember when the Re-evaluation plan is completed via the SCORE process, and consent is obtained, the Re-evaluation should begin immediately.*

Review/Brief ARD

A Review ARD meeting is an ARD meeting held throughout the year. Here are some examples of when Review ARD meetings should be held:

- A member of the ARD/IEP team requests an ARD meeting to discuss concerns (this includes the parent).
- The student is not making progress and/or is not on track to master the Annual IEP goals.
- Student has mastered Annual IEP goals.
- Academic/Behavior IEP and objectives need to be addressed, modified, etc.
- Student placement needs to be addressed.
- ESYS was not discussed during the Annual and needs to be addressed prior to summer.
- Changes to State Assessment need to be addressed.
- Student has increased attendance problems.
- Other reasons as appropriate for the ARD committee to address.

ARD vs. Amendment to ARD/IEP

IDEA streamlines the ARD process by adding a provision to the law. Under Section 614(d)(3)(D), the district and parents may agree not to convene an ARD meeting for purposes of making changes to the child's program once the annual/anniversary ARD meeting has been held. Instead, they may develop a written document to modify or amend the current IEP/ARD. If the ARD is amended without an ARD meeting, the district must provide the parents with a revised copy of the IEP (with the amendments incorporated). The parent must be provided with the Prior Written Notice of Change along with the Amended IEP document within 5 days of the completion of the Amendment to the ARD.

Fort Bend ISD will utilize Amendment to the ARDs for certain situations. Following is an analysis document for Fort Bend ISD which will help you determine if the action being considered can be addressed by amending the ARD or if an ARD must be held.

If you have a question about the procedure or would like to request an exception to the rule, please contact the Director of Special Education.

ARD vs. Amendment to ARD/IEP Analysis

ISSUE/ITEM	ARD	Amendment
IEP/MODIFICATIONS/SERVICE		
• Changes in Present Level of Academic Achievement and Functional Performance (PLAAFP)		√
• Add/Edit/Delete measurable short term objectives which **will not** result in a change in service delivery hours and/or placement (general education/special education and/or related services)		√
• Add/Edit/Delete measurable annual goals and/or short term objectives which **will** result in a change in service delivery hours and/or placement (general education/special education and/or related services.)	√	

• Add/Edit/Delete instructional accommodations and/or supplementary aids and services which **will not** result in a change in service delivery hours and/or placement).		√
• Develop IEPs thirty (30) school days following a Temporary Placement ARD	√	
• Change in existing technology devices and/or services needed to implement a student's IEP which **will not** result in a change in service delivery hours and/or placement.		√
• Changes in related services (type and/or services hours - except Transportation)	√	
PLACEMENT		
• Any change in placement (i.e. General Ed/IS to Resource, BIC to Resource, Life Skills to ABC, etc.)	√	
ASSESSMENT		
• Any change in type of State Assessment administered to student	√	
• Modify/adjust/add/delete accommodations to State Assessment		√
ESY		
• Consider need for ESY	√	
BEHAVIOR INTERVENTION PLAN (BIP)		
• Add/Edit/Delete BIP objectives which **will not** result in a change in service delivery hours and/or placement (general education/special education and/or related services)		√
• Add/Edit/Delete BIP goals/objectives which **will** result in a change in service delivery hours and/or placement (general education/special education and/or related services)	√	
ELIGIBILITY		
• Any change in Eligibility (add or remove)	√	
GRADUATION		
• Change in Graduation Plan Option	√	
PERSONAL CARE SERVICES (PCS)		

• To describe Personal Care Services in more detail if there are already IEPs Goals and Objectives in Annual ARD		√
• To add Personal Care Services (this would be the same as adding related services or IEP services)	√	

There may be circumstances in which an ARD was locked with an error and an Amendment ARD may be appropriate to correct the error. Please contact the Program Specialist for Compliance for permission to proceed with an Amendment in these circumstances.

Dismissal ARD

34 CFR § 300.305

If a student is re-evaluated and no longer meets eligibility as a student with a disability, an ARD Meeting must be held to consider the recommendation of the Full Individual Evaluation prior to dismissing the student from Special Education services.

Graduation

The ARDC makes the determination regarding the Graduation Program Option or Graduation Plan for a student with a disability. This process begins for a student at the Annual ARD during 8th grade as the ARD committee determines appropriate IEPs and courses for the 9th grade year. At least each school year at the Annual ARD, the Graduation Plan should be reviewed.

Graduation Requirements

19 T.A.C. § 89.1070

(a) Graduation with a regular high school diploma under subsections (b)(1), (b)(2)(D), (g)(1), (g)(2), (g)(3), or (g)(4)(D) of this section terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act and entitlement to the benefits of the Foundation School Program, as provided in Texas Education Code (TEC), §42.003(a).

(b) A student entering Grade 9 in the 2014-2015 school year and thereafter who receives special education services may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.

(1) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title (relating to Foundation High School Program) applicable to students in general education as well as satisfactory performance as established in the TEC, Chapter 39, on the required state assessments, unless the student's admission, review, and dismissal (ARD) committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.

(2) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education, as well

as satisfactory performance as established in the TEC, Chapter 39, on the required state assessments, unless the student's ARD committee has determined that satisfactory performance on the required state assessments is not necessary for graduation. The student must also successfully complete the student's individualized education program (IEP) and meet one of the following conditions.

(A) Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.

(B) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.

(C) The student has access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

(D) The student no longer meets age eligibility requirements.

(c) A student receiving special education services may earn an endorsement under §74.13 of this title (relating to Endorsements) if the student:

(1) satisfactorily completes the requirements for graduation under the Foundation High School Program specified in §74.12 of this title as well as the additional credit requirements in mathematics, science, and elective courses as specified in §74.13(e) of this title with or without modified curriculum;

(2) satisfactorily completes the courses required for the endorsement under §74.13(f) of this title without any modified curriculum; and

(3) performs satisfactorily as established in the TEC, Chapter 39, on the required state assessments.

(d) Notwithstanding subsection (c)(3) of this section, a student receiving special education services classified in Grade 11 or 12 during the 2014-2015, 2015-2016, or 2016-2017 school year who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments is eligible to receive an endorsement if the student has met the requirements in subsection (c)(1) and (2) of this section.

(e) In order for a student receiving special education services to use a course to satisfy both a requirement under the Foundation High School Program specified in §74.12 of this title and a requirement for an endorsement under §74.13 of this title, the student must satisfactorily complete the course without any modified curriculum.

(f) A student receiving special education services who entered Grade 9 before the 2014-2015 school year may graduate and be awarded a high school diploma under the Foundation High School Program as provided in §74.1021 of this title (relating to Transition to the Foundation High School Program), if the student's ARD committee determines that the student should take courses under that program and the student satisfies the requirements of that program. Subsections (c) and (d) of this section apply to a student transitioning to the Foundation High School Program under this subsection. As the TEC, §28.0258 and §39.025(a-2), modify the state assessment requirements applicable to students in general education, a student receiving special education services who is classified in Grade 11 or 12 during the 2014-2015, 2015-2016, or 2016-2017 school year who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments may graduate if the student has satisfied all other applicable graduation requirements.

(g) A student receiving special education services who entered Grade 9 before the 2014-2015 school year may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.

(1) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation (under the recommended or distinguished achievement high school programs in Chapter 74, Subchapter F, of this title (relating to Graduation Requirements, Beginning with School Year 2007-2008) or Chapter 74, Subchapter G, of this title (relating to Graduation Requirements, Beginning with School Year 2012-2013)), as applicable, including satisfactory performance as established in the TEC, Chapter 39, on the required state assessments.

(2) Notwithstanding paragraph (1) of this subsection, as the TEC, §28.0258 and §39.025(a-2), modify the state assessment requirements applicable to students in general education, a student receiving special education services who is classified in Grade 11 or 12 during the 2014-2015, 2015-2016, or 2016-2017 school year may graduate under the recommended or distinguished achievement high school program, as applicable, if the student has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no

more than two of the assessments and has met all other applicable graduation requirements in paragraph (1) of this subsection.

(3) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation (under the minimum high school program in Chapter 74, Subchapter F or G, of this title), as applicable, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation.

(4) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title through courses, one or more of which contain modified content that is aligned to the standards required under the minimum high school program in Chapter 74, Subchapter F or G, of this title, as applicable, as well as the satisfactorily completed credit requirements under the minimum high school program, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation. The student graduating under this subsection must also successfully complete the student's IEP and meet one of the following conditions.

(A) Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.

Questions for an ARD committee to consider under this option:

1. What is the student's postsecondary goal in the areas of: employment, education/training, and independent living (if applicable)?
2. What are the disability related needs of the student relative to their transition plan and their postsecondary goals for transition?
3. What courses, if any, has the student completed that have prepared them with the employment skills and/or self-help skills necessary to obtain or retain a job?
4. What jobs (paid or unpaid) has the student held during high school?
5. Is the student currently employed? If so, where and for how long?
6. Is the student successful in this job(s)? How do you know?
7. Did the student require any support from special education in order to obtain or retain the job?
8. If so, who will the student contact once they graduate from high school to access the same type of support to retain their job or obtain a new job?
9. If so, is the student already in contact with this person/agency?

(B) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.

Questions for an ARD committee to consider under this option:

1. What is the student's postsecondary goal in the areas of: employment, education/training, and independent living (if applicable)?
2. What are the disability related needs of the student relative to their transition plan and their postsecondary goals for transition?
3. What courses, if any, has the student completed that have prepared them with the employment skills and/or self-help skills necessary to obtain or retain a job?
4. What jobs (paid or unpaid) has the student held during high school?
5. Is the student currently employed? If so, where and for how long?
6. Is the student successful in this job(s)? How do you know?
7. Did the student require any support from special education in order to obtain or retain the job?
8. If so, who will the student contact once they graduate from high school to access the same type of support to retain their job or obtain a new job?
9. If so, is the student already in contact with this person/agency?
10.If the student has never held a job or been competitively employed, what courses has the student taken that have prepared them to obtain or retain a job (as identified in their postsecondary employment goal), including courses that have provided instruction for self-help skills that the student would need in order to be successful in that job (based on their individual disability-related needs in the PLAAFP)?
11.Was the student successful in these courses? How do you know (ex. IEP goal was created and the student mastered the goal)?

(C) The student has access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

Questions for an ARD committee to consider under this option:

1. What is the student's postsecondary goal in the areas of: employment, education/training, and independent living (if applicable)?
2. What are the disability related needs of the student relative to their transition plan and their postsecondary goals for transition?
3. What courses, if any, has the student completed that have prepared them with the employment skills and/or self-help skills necessary to obtain or retain a job?
4. What jobs (paid or unpaid) has the student held during high school?
5. Is the student currently employed? If so, where and for how long?

6. Is the student successful in this job(s)? How do you know?
7. Did the student require any support from special education in order to obtain or retain the job?
8. If so, who will the student contact once they graduate from high school to access the same type of support to obtain or maintain a new job or support in a postsecondary education program?
9. If so, is the student already in contact and receiving services with this person/agency?
10.If not, what should be the next steps for the student to complete in order to access this support or service?

(D) The student no longer meets age eligibility requirements.

Questions for an ARD committee to consider under this option:

1. Is this student currently 22? If so, they will not be eligible for services through special education during the next school year.
2. Will this student turn 22 on or before September 1 of next year? If so, they will not be eligible for services through special education during the next school year.

(h) All students graduating under this section must be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary must consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), must be included as part of the summary for a student graduating under subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section.

(i) Students who participate in graduation ceremonies but who are not graduating under subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (h) of this section.

(j) Employability and self-help skills referenced under subsections (b)(2) and (g)(4) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

(k) For students who receive a diploma according to subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section, the ARD committee must determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

(l) For purposes of this section, modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in Chapters 110-118, 126-128, and 130 of this title. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content.

Transfer ARD

In an effort to make sure transfer students receive comparable services, as required under .323 34 C.F.R. § 300 (e) and (f) a transfer ARD should be conducted within 5 days of a student transferring into the school district from another district in Texas or from another state. The ARD Meeting needs to be held to discuss the Special Education services the student was receiving in the previous district and develop the services to be provided in Fort Bend ISD.

The following steps should occur prior to the Transfer ARD:

1. The CCC, ARD Facilitator or Dept. Head must contact the previous school district to verify the student's current Special Education eligibility and to gain information about the Special Education services the student was receiving.
2. Once the services are verified and the student is enrolled in Fort Bend ISD, the Transfer ARD meeting should be scheduled. Please note that it is not necessary to have the paperwork prior to the ARD meeting as long as the services were verified.
3. A Transfer ARD is a legally constituted ARD and required members must attend.
4. The Transfer ARD should be held within 5 days of enrollment. However, the parent must receive a Prior Written Notice of the ARD. The parent may choose to waive the 5-school day notice.
5. If the student's home school does not house the appropriate program/services that the student was receiving in the previous district, the CCC/ARD Facilitator must contact the Special Education Program Manager over the program/service to determine what campus the student will need to enroll to receive comparable services.
6. Once the campus is determined, the Special Education Program Manager will contact the campus where the student will attend and communicate with the CCC/ARD Facilitator and the Campus Principal about the transfer student.
7. The Special Education Program Manager should communicate with the home CCC/ARD Facilitator to discuss the need for a staffing prior to the ARD, and ensure that both campuses are clear about the Transfer ARD process (if needed). **The Transfer ARD should occur at the student's home campus.**

Another ARD Meeting must be held within 30 school days of the date the student is verified as being a student eligible for special education services for students transferring within the state of Texas; that date will likely coincide with the Transfer ARD date. Out of state transfers will follow initial evaluation timelines (see Section 1).

SPECIFIC AREAS TO ADDRESS DURING THE ARD MEETING

Accelerated Instruction and Intensive Program of Instruction

TEC §§ 28.0211, 28.0213

Each student with a disability who does not perform satisfactorily on their State Assessment test must receive Accelerated Instruction (Grades 5 and 8) or Intensive Program of Instruction (all other grades not applicable to Student Success Initiative (5th and 8th) in which a student is tested with State Assessment.

Fort Bend ISD special education services will document "Accelerated Instruction" and "Intensive Program of Instruction" in the same area of the ARD document and follow similar procedures regarding the development of a plan to assist the student in attaining growth.

FBISD Procedure

If a student with a disability fails their ARD recommended State Assessment, an ARD committee must meet within 4 school weeks, or as soon as possible, to consider the following:

- Results of State Assessment, Grades in the subject the student failed the State Assessment, District CBA results, attendance, and other district data
- Review of Current IEPs, accommodations, supplementary aides, special education services
- Develop plan to address the concerns

The Accelerated Instruction Plan/Intensive Program of Instruction may include a revision of the student's IEP, increased special education services (in general education setting and/or special education setting), increased or addition of accommodations and/or modifications, and other interventions to assist the student in attaining growth.

The Accelerated Instruction Plan/Intensive Program of Instruction **must** include a plan to monitor the student's progress. In addition, the ARD Committee Minutes should include detailed information about the plan (i.e. what was changed to address the failure, where the changes will be implemented, how progress will be monitored, etc.)

Personal Graduation Plan

TEC § 28.0212 and 28.02121

For non-disabled students, a Personal Graduation plan must be completed for each student enrolled in middle or high school who:

1. Does not perform satisfactorily on their state assessments or
2. Is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine as determined by the district.

For students receiving Special Education services, the ARD/IEP serves as the Personal Graduation Plan.

IV – Individualized Education Program

For students receiving Special Education services, the ARD/IEP serves as the Personal Graduation Plan.

Adapted Physical Education (AdPE)

1. All students referred for Adapted Physical Education (AdPE) evaluation must have an identified disability.
2. AdPE services are provided upon consideration of a current evaluation and written report.
3. If AdPE services are provided, the goals and/or objectives will be agreed upon by the ARD Committee.
4. Parents will receive progress reports toward the AdPE goals/objectives in the same timeframe as nondisabled students, unless the students IEP requires more frequent reporting.

For more information about Adapted Physical Education, see the same-named area in Section 3 of the Special Education Administrative Procedures .

Assistive Technology (AT)
34 CFR §§ 300.5, 300.6, 300.105, 300.324

When developing a child's IEP, the ARDC must consider the communication needs of the child. This means that the ARDC must consider whether the child needs assistive technology devices and services.

Legal/Federal Definitions
As defined in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) "Assistive Technologies are tools and/or strategies used to help support academic goals within the Individualized Education Program (IEP).

Assistive Technology Device
An Assistive Technology Device is "any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities."

Assistive Technology as a device does not include a medical device that is surgically implanted (e.g., cochlear implant), or the replacement of such a device. However, this does not limit the responsibility of the Local Education Agency to provide monitoring and maintenance of the external equipment to maintain a student's health, safety, and educational goals, if written in the IEP. Therefore, supports for use of the implanted device could be provided and considered as an AT service. As a general matter, schools are not responsible for providing personal devices such as eyeglasses, hearing aids, or braces, that a child with a disability requires regardless of whether he/she is attending school.

Assistive Technology Service

IDEA 2004 defines an Assistive Technology Service as "any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device" and includes, but is not limited to:

1. The evaluation of the needs of the child, including a functional evaluation of the child in the child's customary environment;
2. Purchasing, leasing, or otherwise providing for the acquisition of ATDs by the child;
3. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing ATDs;
4. Coordinating and using other therapies, interventions, or services with ATDs, such as those associated with existing education and rehabilitation plans and programs;
5. Training or technical assistance for the child or, where appropriate, the family of the child; and
6. Training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the child.

Procedures Aligned with Federal/Legal Requirements

1. Consider Assistive Technology needs for every student with a disability who qualifies for special education services within the student's Full Individual Evaluation and in all subsequent re-evaluations or specialty evaluations (including functional and related service evaluations).
2. Consider/Discuss Assistive Technology needs for every special education student at **every** IEP/ARD meeting. The need for AT must be discussed regardless of the student's prior needs/recommendations as the student's goals and needs may change.
3. Every IEP/ARD committee must address one of four statements:
    a. The student is making progress with standard classroom tools. AT is not required for this student at this time
    b. The student can accomplish required tasks using standard classroom tools, accommodations, and/or modifications that are currently in place. AT is not required for this student at this time.
    c. The student can accomplish required tasks with standard classroom tools, accommodations, and/or modifications with AT that is currently in place. AT is required. Document AT needs in the AT Supplement and in the student's IEP goals and objectives and/or accommodations/modifications. Check "yes" on the AT indicator on the PLAAFP section of the ARD document.
    d. The student cannot accomplish required tasks with the supports that are currently in place. More information is needed in order to make an informed decision regarding Assistive Technology. When more information is needed, complete the Assistive Technology Consideration Form and Assistive Technology Consideration

Guide/s related to the area/s of concern. After completing the form, the following options may be considered:

i. AT Trials with Level 1-No Tech/Low Tech tools:
    1. Conduct trials with level 1 tools/strategies identified in the AT Consideration Guide.
    2. Collect data on the effectiveness of the tools/strategies.
    3. If the trials are successful, request an ARD to document the need for AT. Complete the AT Supplement and integrate AT into the goals and objectives and/or accommodations or modifications for the student. Check "yes" on the AT indicator on the PLAAFP section of the ARD document, and monitor effectiveness.

e. If the trials are not successful, contact the Program Specialist for Assistive Technology for further guidance.

i. AT Staffing
    1. Request an AT staffing to discuss options including the use of No/Low Tech (Level 1) and Mid- Tech (Level 2) equipment by completing the Assistive Technology Student Information Form and sending it to the Program Specialist for Assistive Technology. The AT Specialist will schedule the staffing with the campus.
    2. Conduct AT trials based on recommendations made in the AT staffing.
    3. Collect data on the effectiveness of the tools/strategies.
    4. If the trials are successful, request an ARD to document the need for AT. Complete the AT Supplement and integrate AT into the goals and objectives and/or accommodations or modifications for the student. Check "yes" on the AT indicator on the PLAAFP section of the ARD document, and monitor effectiveness.
    5. If the trials are not successful, contact the Program Specialist for Assistive Technology for further guidance.

ii. AT evaluation
    1. Refer the student for an AT evaluation to consider the need for High Tech (Level 3) equipment. An AT evaluation requires the collaboration of a multidisciplinary team consisting of a member of the Assistive Technology team, teachers, and other specialists who work with the student.
    2. A member of the campus evaluation staff will obtain consent for the evaluation from the parents and include the signed form in the referral packet.

3. Send a copy of the Assistive Technology Parent Questionnaire to the parent.
4. Send in the referral packet including all forms to the Program Specialist for Assistive Technology.

Assistive Technology is a related service for students receiving special education and must support a goal, task, and/or objective.

It is up to the ARDC to recommend appropriate AT devices/equipment. If a parent chooses to provide personal AT equipment for their student, the ARDC must discuss whether the personal equipment is required for a FAPE. If the personal equipment is not required, the parent may still send the equipment, but the school district is not required to implement or maintain the equipment.

Assistive Technology Equipment Check-Out Procedures

Low-Tech equipment should be currently available at the campus level. Teachers in most specialized programs have access to either Boardmaker Plus or SymbolStix software for creating visual supports and Low-Tech communication materials for students. If your campus does not have a specialized program, but needs access to the software, contact the SERS Instructional Liaison for licensing information.

Mid-Tech level devices/equipment may require a trial period of use. These devices may be currently available from SERS. If the equipment is not available, it may need to be ordered. Contact the Program Specialist for AT to request devices for trials and Mid-Tech recommendations made through FIEs and AT Staffings. The devices/equipment will be checked out or ordered in the student's name.

High Tech devices/equipment will be ordered following acceptance of the recommendations made in an AT evaluation by the ARD committee. Following the ARD, contact the Program Specialist for AT. The devices/equipment will be ordered in the student's name and checked out to the monitoring teacher when they arrive.

Auditory Impairment (AI)

TEC §§ 29.301, 29.303, 30.004; 19 TAC §89.1050; 34 CFR § 300.324(a)(2); 20 USC § 1414(d)(3)(B)(iv); TSD Admissions FAQs

The District shall ensure that all children with an Auditory Impairment (AI) has an education in which the child's unique communication mode is respected, used, and developed to an appropriate level of proficiency.

For a student with an AI, the ARDC must consider:

1. The child's language and communication needs;
2. The child's opportunities for direct communications with peers and professional personnel in the child's language and communication mode;

3. The child's academic level; and
4. The child's full range of needs, including opportunities for direct instruction in the child's language and communication mode.

Students with AI may receive special education services through a variety of service delivery models. Many students are appropriately serviced on their home campus with special education services; other students may need additional instructional support from a Teacher of the Deaf/Hard of Hearing. For students who need additional Deaf Education services, FBISD participates in the Brazoria-Fort Bend Regional Day School Program for the Deaf (RDSPD). Students receiving direct services via the Brazoria-Fort Bend RDSPD may receive services according to a continuum of services based on the unique needs of the student. Continuum of services for AI students include the following:

1. Monitor/consult only (Indirect service)**:** These are students who do <u>not</u> receive direct instruction from a certified Teacher of the Deaf. However, RDSPD teachers may provide indirect services to the campus teaching staff by providing support such as setting up a communication system, providing sign language resources, or suggesting strategies for a better listening environment in the classroom. All AI students will have a monitoring RDSPD teacher that will provide their name and contact information and a Support Packet for Teachers Working with Deaf and Hard of Hearing Students at the beginning of each school year. Additional consultation may be requested at any time by direct contact with the RDSPD teacher or RDSPD Office.

2. Itinerant (Direct service)**:** These are students who receive at least *45 minutes a week of direct instruction* from a certified Teacher of the Deaf at their home campus. Any services less than 45 minutes a week are considered indirect services, "AI monitor only". In addition, if an itinerant AI student has an Assistive Listening Device (ALD) such as a FM system, the ALD is provided by the RDSPD. Personal amplification or listening devices include hearing aids, cochlear implants, and bone-anchored hearing aids (BAHA) are provided by the parent/guardian. ARD meetings for students receiving itinerant services are held at the campus the student attends and are facilitated by the campus-based staff members.

3. Site-Based (Direct service): These students participate in the RDSPD at one of three campuses in FBISD: SWE, FCMS, or DHS. Site-based students require daily instruction from a certified Teacher of the Deaf due to their significant language and communication deficits. These ARD meetings are facilitated by the FBISD Evaluation Specialist/CCC/ARD Facilitator with RDSPD representatives in attendance. The criteria for placement into the Brazoria-Fort Bend RDSPD is for a student to meet AI Eligibility; have language and/or academic delays due to hearing loss; educational need for instruction from a Teacher of the Deaf. A student is considered a member of the RDSPD when they receive direct services from a Teacher of the Deaf, either itinerantly or on a FBISD site campus location.

IV – Individualized Education Program

All ARDs for students with an Auditory Impairment must have a Teacher of the Deaf present. In order to request a teacher of the deaf attend an ARD meeting, contact the RDSPD Office Clerk at 281-634-1497 at least two weeks prior to the scheduled ARD.

A request for consultation may be made at any time through the RDSPD Office or directly with the RDSPD teacher assigned to the student. A consultation may be warranted when an AI student who is not receiving direct RDSPD services may need AI services, or may need recommendations for accommodations or modifications.

Procedures during the ARD process for a student with an AI impairment -

- Schedule of Services-
    a. Monitor/Consult students: Their services should be listed under "Supplementary Aids and Services" with the allotted amount of time if time is specified for consult. Nothing should be listed under "Instructional Services" or "Related Services". A description of the AI services should be provided to the ARD recorder by the RDSPD teacher or representative, and recorded in the Deliberations section of the ARD paperwork.
    b. Itinerant students: The services will be listed under "Instructional Services" with the allotted amount of time. In addition, please note in the deliberations section of the ARD that "Direct instruction from the Regional Day School Program for the Deaf will be provided." ALDs should be listed as an AT device; however, a personal listening device such as a hearing aid or cochlear implant should not be considered AT because it is not provided by the school district. The RDSPD teacher assigned to the student will recommend a Campus Plan for Listening Devices so there is a plan for who, where, and how equipment will be taken care of during the school day. (see the *Campus Plan for Listening Devices* form in the Appendix)
    c. Site-Based (Direct service): The services will be listed under "Instructional Services" with the allotted amount of time. In addition, please note in the deliberations section of the ARD that "Direct instruction from the Regional Day School Program for the Deaf will be provided."
- Texas School for the Deaf (TSD) Information – It is a state requirement to give this information at the initial placement ARD and at least once annually to all students with an AI eligibility. The information is provided in Success Ed and can be presented by the special education case manager, Evaluation specialist, CCC or ARD Facilitator, or by the RDSPD representative who attends the ARD meeting.
- Communication Needs Supplement for Deaf and Hard of Hearing- AI Supplement – This required supplement is completed for all AI students and is part of Success Ed. The RDSPD representative that attends the ARD can assist special education staff with completing the form.
- RDSPD Referral – This is a required form at the initial placement ARD and at least once annually for all students receiving direct itinerant or site-based instruction from a Teacher of the Deaf. The form is provided in Success Ed and can be presented by the special education case manager,

Evaluation specialist, CCC or ARD Facilitator, or by the RDSPD representative who attends the ARD meeting. The RDSPD representative that attends the ARD can assist special education staff with completing the form.

Initial and transfer ARD/IEP meetings will be held at and conducted by the student's zoned campus with RDSPD staff members in attendance.

For additional information regarding the RDSPD program, please refer to section 5 of the Special Education Administrative Procedures. Additional information regarding the evaluation process for students with an AI eligibility, can be found in Section 1 of the Special Education Administrative Procedures.

Autism (AU) Supplement
19 TAC § 89.1055

An Autism Supplement must be completed for any student in Fort Bend ISD who has the eligibility of AU. The AU supplement has several strategies that must be considered by the ARD committee. The AU supplement must be completed at the Annual ARD at the minimum.

The classroom teacher should collaborate with other staff members to complete the supplement which will be reviewed at the ARD meeting.

Below are the 11 strategies that are found on the AU supplement and must be considered, based on peer-reviewed, research-based educational programming practices to the extent practicable and, when needed, addressed in the IEP:

1. **Extended educational programming** (for example: extended day and/or extended school year services that consider the duration of programs/settings based on assessment of behavior, social skills, communication, academics, and self-help skills);
2. **Daily schedules** reflecting minimal unstructured time and active engagement in learning activities (for example: lunch, snack, and recess periods that provide flexibility within routines; adapt to individual skill levels; and assist with schedule changes, such as changes involving substitute teachers and pep rallies);
3. **In-home and community-based training** or viable alternatives that assist the student with acquisition of social/behavioral skills (for example: strategies that facilitate maintenance and generalization of such skills from home to school, school to home, home to community, and school to community);
4. **Positive behavior support** strategies based on relevant information, for example:
    a. Antecedent manipulation, replacement behaviors, reinforcement strategies, and data-based decisions; and

   b. a Behavior Intervention Plan developed from a Functional Behavioral Assessment that uses current data related to target behaviors and addresses behavioral programming across home, school, and community-based settings;
5. Beginning at any age, **futures planning** for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments;
6. **Parent/family training and support**, provided by qualified personnel with experience in Autism Spectrum Disorders (ASD), that, for example:
   a. provides a family with skills necessary for a child to succeed in the home/community setting;
   b. includes information regarding resources (for example: parent support groups, workshops, videos, conferences, and materials designed to increase parent knowledge of specific teaching/management techniques related to the child's curriculum); and
   c. facilitates parental carryover of in-home training (for example: strategies for behavior management and developing structured home environments and/or communication training so that parents are active participants in promoting the continuity of interventions across all settings);
7. Suitable **staff-to-student ratio** appropriate to identified activities and as needed to achieve social/behavioral progress based on the child's developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence as determined by, for example:
   a. adaptive behavior evaluation results;
   b. behavioral accommodation needs across settings; and
   c. transitions within the school day;
8. **Communication interventions**, including language forms and functions that enhance effective communication across settings (for example: augmentative, incidental, and naturalistic teaching);
9. **Social skills** supports and strategies based on social skills assessment/curriculum and provided across settings (for example: trained peer facilitators (e.g., circle of friends), video modeling, social stories, and role playing);
10. **Professional educator/staff support** (for example: training provided to personnel who work with the student to assure the correct implementation of techniques and strategies described in the IEP); and
11. **Teaching strategies** based on peer reviewed, research-based practices for students with ASD (for example: those associated with discrete-trial training, visual supports, applied behavior analysis, structured learning, augmentative communication, or social skills training).

If the ARDC determines that services are not needed in one or more of the areas, the IEP must include a statement to that effect and the basis upon which the ARDC made that determination.

Extended School Year Services (ESYS)
34 CFR § 300.106; 19 TAC §§ 89.1055, 89.1065

Extended School Year Services (ESYS) is an Individualized Education Program (IEP) for children with disabilities that are provided to students beyond the regular school year. ESYS must be considered and addressed at the student's annual ARD meeting. The need for ESYS must be discussed on an individual basis by the child's ARD Committee from formal and/or informal evaluations provided by the Assessment Team, Special Education Staff and/ or the parents. The documentation must demonstrate that in one or more critical areas addressed in the current IEP goals and objectives, the child has exhibited, or may be expected to exhibit severe or substantial regression in critical skill area(s) that cannot be recouped within a reasonable period of time or that need to be maintained beyond the regular school year. In considering students with disabilities for ESYS, Fort Bend ISD does not limit ESYS to particular categories of disabilities or unilaterally limit the type, amount, or duration of ESYS. The Assessment Team and/or the Special Education Staff establishes a general timeframe for ESYS each year. However, the ARD Committee determines the ESYS timeframe to meet the individual needs of the student.

If the annual ARD is held in the fall semester of the school year, then it **may** be necessary to delay the decision about ESYS until later in the school year (due to limited documentation). If this is the case, then another ARD must be held to revisit this issue.

Fort Bend ISD uses the following process to provide Extended School Year Services (ESYS) to its students:

1. The need for ESYS must be documented on the ESYS Data Form for Regression, which will be updated and sent out each school year. The documentation shall demonstrate that in one or more critical areas addressed in the current individualized education program (IEP) objectives, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time or the maintenance of those critical skills that extend beyond the regular school year.
2. Severe or substantial regression means that the student has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESYS.
3. The reasonable period of time for recoupment of acquired critical skills shall be determined on the basis of needs identified in each student's IEP. If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the student or to others, ESYS may be justified without consideration of the period of time for recoupment of such skills. In any case, the period of time for recoupment shall not exceed eight weeks.
4. A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following occurrences during the first eight weeks of the next regular school year:
    a. placement in a more restrictive instructional arrangement;
    b. significant loss of acquired skills necessary for the student to appropriately progress in the general curriculum;

c. significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services;
d. loss of access to community-based independent living skills instruction or an independent living environment provided by non-educational sources as a result of regression in skills; or
e. loss of access to on-the-job training or productive employment as a result of regression in skills.

5. If a student demonstrates the need for ESYS, the ARD committee must decide on the appropriate IEP goals and objectives the student will work on during the determined ESYS. The determination of IEP goals and objectives for ESYS must be identified in an ARD meeting.
6. Goals for students recommended for ESYS should come from their current IEP. These goals should be identified as those being critical to a student's academic, behavioral, or functional development. This may include skills that may have been mastered during the school year, but without ESYS participation during the summer, the student would suffer regression in that particular area.

ESYS ARD Meeting

As part of the ARD meeting held to consider ESYS, the following components must be discussed and documented:

1. *ESYS Supplement*
   If the student meets the requirements and there is a valid need for ESYS services, then an ARD must be held (if it was not determined at the annual ARD). The ESYS ARD Supplement must be completed in its entirety in Success Ed during the ARD and included in the IEP.
2. *ESYS IEP Goals & Objectives*
   If the student meets the ESYS recommendation requirements, then the committee needs to identify those goals in which the student has shown either regression (which has been noted on the IEP) or is a critical skill on the student's IEP**. The ARD Committee deliberations must specify the time and duration for ESYS instructional and/or related services.**
3. *Transportation Supplement*
   If the student will be receiving specialized transportation during ESYS, then it must be indicated in Success Ed and the transportation supplement must be completed during an ARD. If a parent has declined specialized transportation during the regular school year, but the ARD committee determines that there will be a need for this service during ESYS, then an ARD must be held in order to add this service. It should be noted in the deliberations that this service will only be for the duration of ESYS. In addition, a Transportation Supplement must be completed and submitted along with the other ESYS paperwork. All information must be updated and confirmed before submitting the form. For more information about the Fort Bend ISD Special Transportation process, please see the self-named area in Section 3 of this Special Education Handbook.

Once an ARD has been held to make the recommendation for ESYS and all paperwork has been completed, the ESYS recommendations must be submitted to the Program Manager overseeing the program in which the student receives services. All ESY documents should be uploaded into Success Ed under the History tab.

ESYS Guidance

****Be sure to note in the deliberations as well as the ESY service page (Section 6 of the ARD document) the time and duration of service reflected on the *ESY Supplement*. Example - "The ARD committee has determined that ESYS will be provided and that the student needs 4 hours per day, 4 days per week, for 6 weeks with no more than a 2 consecutive week break during the summer of ESY services to maintain his current level of academic and/or functional performance of critical skill areas as described on the ESYS goals/objectives approved by the ARD committee."

Extracurricular/ Non-academic Activities
TEC § 33.081; 34 CFR §§ 300.107, 300.117

1. The ARD committee shall consider if any accommodations are necessary for a student to participate in extracurricular/nonacademic activities. These accommodations should be documented in the IEP.
2. The ARD committee should not place the student into specific extracurricular/ nonacademic activities. Students must follow similar entrance criteria that non-disabled students must follow to participate in extracurricular/nonacademic activities. However, the ARD committee may determine accommodations are required should he/she meet participation requirements.

If guidance is needed in a specific situation, please contact the Director of Special Education.

Functional Behavior Assessment (FBA)

If the student is not identified as receiving special education services, the Student Support Team (SST) should meet to review the concerns and follow the guidance provided within the Responsive Instruction (RI) manual.

If the student is served with special education services and is displaying behavior that is interfering with learning of self or others and does not have a current Behavior IEP/BIP, the following procedures apply:

1. Concerns are brought to the student's case manager.
2. The case manager will:
    a. Review these procedures with the teacher/administrator bringing the concern
    b. Explain the data collection process

c. Provide and review forms for data collection
d. Discuss informal behavior plans or strategies utilized and how to collect data on student response
e. Assist the teacher, as needed with the data collection
f. Inform the CCC/ARD Facilitator/Department Head that there are behavioral concerns and determine what information has been provided to the school staff

3. The case manager will monitor the data collection process for approximately two (2) weeks.
4. If the student's behavior improves without the need for a formal Behavior IEP/Behavior Intervention Plan, no further action is needed. The case manager will keep the documents in the student's working/teacher folder.
5. If through the data collection and informal behavior plan process the student's behavior improves with the implementation of a behavior plan and that plan is needed for the behaviors to be maintained, continue with step number 7 regarding the staffing process.
6. If the behavior does not improve, the case manager will ask the CCC/ARD Facilitator/Department Head to schedule a staffing.
7. The staffing must include the teacher, case manager, and LSSP assigned to the campus. The campus administrators must be invited, but their attendance is optional.
8. At the staffing, the LSSP will take the lead and review all concerns, and discuss the process of conducting a Functional Behavior Assessment to support the development of Behavior IEP and Behavior Intervention Plan.
9. The LSSP will be responsible for conducting a Functional Behavior Assessment.
10. The LSSP should schedule a SCORE meeting to determine the need for additional evaluation. A SCORE meeting is a planning meeting held outside the ARD process to consider the scope of the evaluation. The SCORE meeting process includes consulting the teachers, parent, and other staff members involved with the student.
11. If the SCORE meeting determines that additional evaluation is needed, the Notice of evaluation will be given to the parent and consent obtained. *It is recommended that an ARD committee is held to discuss the need to develop additional interventions and supports until the FBA can be completed.*
12. Once the consent is obtained, the LSSP will conduct the FBA.
13. Upon completion, the LSSP will contact the CCC/ARD Facilitator/Department Head to schedule a staffing and ARD to review the new evaluation and present the FBA and draft BIP/Behavior IEP.

If the student is served with special education services and is displaying behavior that is interfering with learning of self or others and does have a current Behavior IEP/BIP, the following procedures apply:

1. Concerns are brought to the student's case manager.
2. The case manager will:
    a. Review these procedures with the teacher/administrator bringing the concern;
    b. Review the current Behavior IEP and BIP and answer any questions regarding the implementation;
    c. Explain the data collection process;

   d. Provide and review forms for data collection if the teacher does not have them;
   e. Assist the teacher as needed with the data collection; and
   f. Inform the CCC/ARD Facilitator/Department Head that there are behavioral concerns and what information has been provided to the school staff.
3. The case manager will monitor the data collection process for approximately two (2) weeks.
4. If the student's behavior improves without the need for changes to the BIP, no further action is needed. The case manager will keep the documents in the student's working/teacher folder.
5. If the behavior does not improve, the case manager will ask the CCC/ARD Facilitator/Department Head to schedule a staffing.
6. The CCC/ARD Facilitator/Department Head will schedule a staffing. The staffing must include the teacher, case manager, and LSSP assigned to the campus. The campus administrators must be invited, but their attendance is optional.
7. At the staffing, the LSSP will take the lead and review all concerns and documentation.
8. The LSSP will review the last FBA conducted, review data and determine if the Behavior IEP and BIP needs to be changed based on the data or if a new FBA should be recommended.
9. If an FBA is not required at this time, proposed changes to the behavior IEP and BIP should be discussed and an ARD meeting should be held to consider proposed changes. Note** If the student does not respond to a new Behavior IEP/BIP within 4 weeks of the ARD accepting the changes, the LSSP should be contacted to complete a FBA.

Annual or Review ARD meetings

Throughout the year the teacher and case manager monitor the implementation and effectiveness of the BIP and Behavior IEP. Data should be collected on the behaviors addressed in the BIP/Behavior IEP, as well as on the interventions implemented and results of implementation.

In preparing for the ARD meeting, the teacher will review the mastery criteria listed on the Behavior IEP and consult with LSSP if needed. If the student has mastered the annual Goal for the BIP/Behavior IEP, the ARD committee should decide whether the child should:

- Continue with a BIP/Behavior IEP but increase the mastery criteria, or
- Discontinue the BIP/Behavior IEP all together

If the BIP/Behavior IEP needs minor changes, the Special Education teacher can write the proposed edits into Success Ed, and the proposed BIP/Behavior IEP must be considered at the ARD. If the BIP/Behavior IEP requires major changes or the student is not mastering the Behavior IEP goal, the LSSP must become involved and consider the need for a FBA (see Functional Behavior Assessment procedures in this section of the Special Education Administrative Procedures).

If the Special Education teacher/Case Manager requires assistance with the revision of the Behavior IEP/BIP and the LSSP is not available, the Program Manager for Evaluation should be contacted to determine appropriate central office staff to assist the teacher.

Additional Information

What if an ARD meeting is held and a Behavior IEP/BIP is requested; however, no data has been collected? The ARD committee should discuss that a FBA should be completed prior to the Behavior IEP/ BIP being written. The data collection phase is necessary prior to developing a Behavior IEP/BIP. The ARD committee may consider the development of an interim Behavior Intervention Plan until the FBA can be completed.

Grading and Reporting
TEC § 28.0212

Each special education student must receive a progress report and report card as often as their non-disabled peers. In addition, each student shall receive a progress report/report card in the Fort Bend ISD format. Updated IEP Goals & Objectives should be updated and attached to the report card at appropriate intervals and in accordance with the student's ARD. Each student receiving special education instruction has an Individualized Education Program (IEP) which addresses the student's educational needs, educational goals, and objectives.

1. The special education teacher will utilize a lesson plan which reflects the Goals as stated on the IEP. Grades should evolve from the Goals with supporting documentation of how the grade was determined.
2. Numerical grades will be recorded for each subject area in a grade book.
3. Care should be taken to ensure that goals are written at a level which continues to challenge the student's abilities. This may necessitate accommodations in curriculum, methods, pacing, materials, criteria, etc.
4. If the student with disabilities fails to meet the expectations addressed in the IEP, the responsible teacher will review the IEP for appropriateness of goals/objectives, instructional levels, materials, and methods. The teacher must document on the IEP the efforts made to try to help the student achieve success.
5. If a student with disabilities is not progressing adequately toward mastery of the goal by the annual ARD, the ARD committee must convene to discuss the student's needs and make recommendations to help the student achieve success.
6. If the student has excessive absences, an ARD committee should meet to discuss why the student is not attending school, the appropriateness of the IEP, need for additional testing, and compulsory attendance, as appropriate.
7. The grading of a special education student in a general education classroom is based upon the ARD committee recommendations for, if any, accommodations of TEKS and other accommodations of pacing, methods, and materials needed. When accommodations have been recommended by the ARD committee, the special education teacher is responsible for:
    a. Informing the general education teacher of the recommended accommodations/modifications and ensuring accommodations/modifications are implemented;

   b. Providing information concerning the student's achievement levels, learning style, and behavioral needs;
   c. Offering assistance to the general education teacher on a scheduled basis, as recommended by the ARD committee; and
   d. Documenting contacts with the general education teacher and student, as determined by the ARD committee.
8. On occasion, the ARD committee will recommend that a specific subject be taught in a combination general education/special education instructional arrangement. The special education student's grade, in this situation, may be determined proportionately by the general and special education teachers who provide the instruction, as determined by the ARD committee.
9. Unless the ARD committee designates otherwise, when a student is enrolled in the homebound program, the general classroom teacher will be responsible for grading all assignments and recording grades on the report card and permanent record for all subject areas.

Documentation of Conference to Review Lack of Expected Progress

An ARD committee meeting or staffing is required to address a student's lack of expected progress on his/her goals and objectives or within the general curriculum. The following procedure must be followed to determine the need for an ARD committee meeting.

1. At the end of each grading period, the special education case manager will review progress reports and/or report cards of all students on their caseloads.
2. If a student is making a grade of less than 70 for a nine weeks period, the case manager will schedule a staffing with the following personnel to review the student's progress.
   a. Parent
   b. Student
   c. General Education teacher(s) who have indicated the student is not being successful in class
   d. Speech pathologist, if applicable
   e. Campus administrator
3. The Case Manager must document the results of the review of progress and staffing in the Success Ed parent log.
4. If the student continues to exhibit a lack of progress within 3 weeks of the 9 week grading period, an ARD committee meeting is necessary to consider changes in the student's IEP.
5. The Case Manager must notify the CCC, Department Head or ARD Facilitator to schedule an ARD as soon as possible.

Limited English Proficient (LEP)
TAC §89.1225, 34 CFR 300.324(a)(2)(ii)(iv)

Below is a replication of the Guidelines for Identification of Exit of LEP students with Disabilities: LPAC/Special Education Collaboration Team Document

Introduction

This document has been developed as a guide for identification and exit of LEP students with disabilities. It represents the interpretation of Subchapter BB of the 19 Texas Administrative Code (TAC). This guide provides the most current revision of the Texas Administrative Code that includes three additions to state law:

1. LPAC & ARD Collaboration
2. Identification of LEP students
3. Exiting of LEP students

Identification & Exit of LEP Students

Previously, the LPAC was solely responsible for identifying and exiting LEP students. With the changes made to the TAC, the LPAC and ARD committee will collaborate to identify students as LEP and to exit students from the bilingual and ESL programs. Sections from the TAC have been provided below regarding LEP students with disabilities:

TAC§89.1225 Testing and Classification of Students
(f)For entry into a bilingual education or English as a Second Language (ESL) program, a student shall be identified as Limited English Proficient using the following criteria:

(4) The Admission, Review, and Dismissal (ARD) committee, in conjunction with the Language Proficiency Assessment Committee (LPAC) shall determine an appropriate assessment instrument and designated level of performance for indicating Limited English Proficiency as required under subsection (d) of this section for students for whom those tests would be inappropriate as part of the Individualized Education Program (IEP). The decision for entry into a bilingual education or English as a Second Language (ESL) program shall be determined by the ARD committee in conjunction with the LPAC in accordance with §89.1220(g) of this title (relating to LPAC).

(k)The ARD committee, in conjunction with the LPAC shall determine an appropriate assessment instrument and performance standard requirement for exit under subsection (h) of this for students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or ESL program is determined by the ARD committee in conjunction with the LPAC in accordance with applicable provisions of subsection (h) of this section.

As a result of the above changes to state law, members of the ARD committee need to be aware of current educational research as it pertains to students who are LEP; while the members of the LPAC need to have basic knowledge of disabilities and how these disabilities can impact students' linguistics needs as second language learners.

"ARD COMMITTEE IN CONJUNCTION WITH THE LANGUAGE PROFICIENCY COMMITTEE" (ARD Committee/LPAC)

State law specifies that the ARD committee "in conjunction with" LPAC determines an appropriate assessment instrument and performance standard requirement for entry and exit of LEP eligibility for students with disabilities being served in special education. What is meant by "the ARD committee in conjunction with the LPAC"? TEA stated in the February 6, 2008 TETN that the "ARD in conjunction with LPAC" responsibilities could be accomplished in an informal meeting of key ARD and key LPAC members, and that the results of the informal meeting must be documented in some fashion. If a school district decides to have informal meetings to determine an appropriate assessment instrument and designated level of performance for LEP identification and exit of students who are served in special education, then the results of the meeting must be forwarded and discussed in both the ARD meeting and the LPAC meeting.

In the ARD/LPAC meeting, the consensus members of the ARD committee make the final decision on issues of special education services, although the input of all ARD/LPAC team members should be invited and taken into consideration. The entire ARD/LPAC team, however, sets the criteria for LEP identification and exit, as well as determines if the LEP entry and exit criteria have been successfully met.

Fort Bend ISD ARD/LPAC Collaboration Model

Campus ARD/LPAC Collaboration Team

As noted above, TEA allows school districts to determine which members of the ARD and LPAC are key members. Fort Bend ISD procedure defines the "ARD/LPAC Collaboration Team" as the key members and will include a minimum of three members:

1. Campus Administrator (member of both ARD and LPAC committees)
2. Special Education Case Manager (member of ARD committee)
3. LPAC Representative (member of LPAC committee)

Informal Meeting (Staffing)

At a student's staffing, the responsibilities of the ARD/LPAC collaboration team are as follows:

- Discuss identification for LEP services
- Recommend entry and/or exit criteria
- Document ARD/LPAC Collaboration Team recommendations on the *ARD/LPAC Collaboration* form. This staffing form is only used to document recommendations for the ARD/LPAC committee and should be kept in the LPAC folder. This form does not go in the student's state audit folder.

ARD Meeting

At a student's ARD meeting, the responsibilities of the ARD/LPAC collaboration team members are as follows:

- Discuss identification for LEP services
- Recommend or approve entry and exit criteria
- Present ARD/LPAC collaboration recommendations
- Make program decision based on language of instruction (Bilingual Education or English as a Second Language)
- Monitor progress of student
- At end of year, determine if exit criteria have been met as documented on ARD/LPAC LEP supplement form.
- If the established modified exit criteria have been met, a BRIEF ARD or an amendment must be held.

Identification of LEP Students

State law requires that any student with a language other than English on the Home Language Survey must be tested for English proficiency. Upon initial enrollment all students must have a Home Language Survey (HLS) completed in their student record (only one: The original or a copy of original). The HLS shall be administered to each student new to the district and to students previously enrolled who were not surveyed in the past. If the HLS indicates a language other than English, testing must be initiated to determine English proficiency

All students who are being tested for English proficiency must be assessed in the following areas:

- Listening (grades PK-12)
- Speaking (grades PK-12)
- Reading (grades 2-12)
- Writing (grades 2-12)

SPECIAL EDUCATION/LEP ENTRY Procedures

The following information provides guidance for 3 and 4 year old students identified as receiving special education services and who may require Limited English Proficiency services.

Student who is not enrolled yet in school (3 year old who is evaluated at Intake)

Intake Center Evaluation Specialists complete special education testing. During the evaluation process, the evaluation team conducts testing in English and if appropriate in the native/other language of the student. Since the student is still not enrolled in school, the evaluation process is completed and an initial ARD meeting is held. If the student is tested in the native/other language, the ARD should address the linguistic needs of the student. Does the student qualify for Special Education?

No

The LPAC will ensure the student meets the state LEP entry criteria when the student formally enrolls in school and is 4 years old. No further action is required by ARD.

Yes

Student enrolls in school. During the enrollment process, parent completes the Home Language Survey. (The HLS may stay in the folder and is not "acted on" for purposes of LEP, until later). Does the Home Language Survey indicate a language other than English?

No

Student receives special education services only. No further action is needed by LPAC.

Yes

ARD/LPAC collaboration team meets in a staffing prior to PK year (4 years old by Sept. 1st), the ARD/LPAC collaboration team reviews the special education student's FIE, reviews progress and makes recommendation for ARD and LPAC. ARD/LPAC collaboration members complete the draft of the ARD/LPAC LEP Supplement (a copy goes in the student's LPAC folder).

Student's anniversary/annual ARD prior to turning 4 must be held prior to the end of the school year. Since the student's Home Language Survey indicated a language other than English, the ARD/LPAC collaboration team should meet to review and approve recommendations from the ARD/LPAC LEP Supplement to discuss LEP eligibility in light of the student's disability and the LEP requirements prior to the student turning 4 and entering PK. During the ARD meeting, the LEP Supplement is approved. Does the ARD committee determine that the student is LEP?

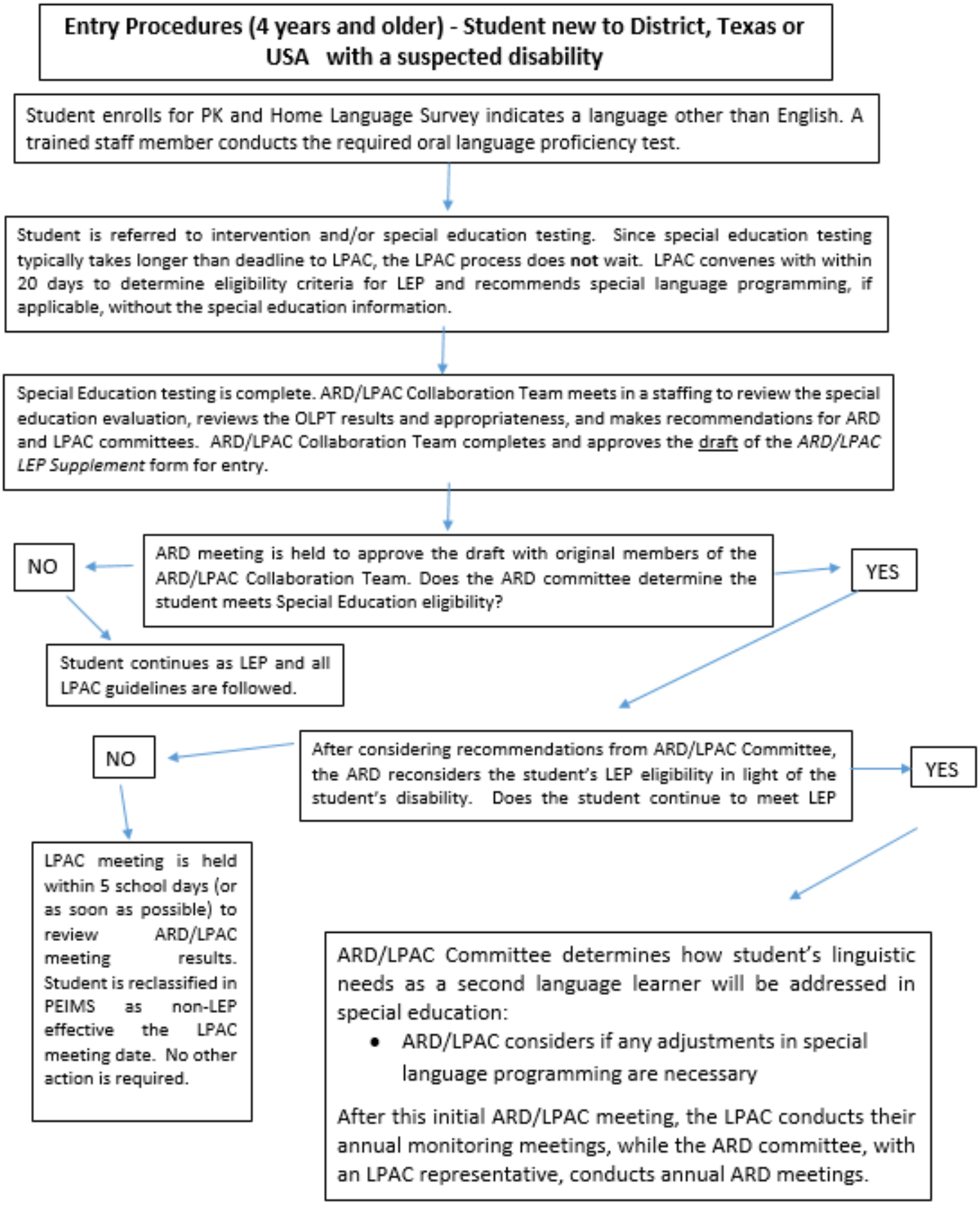
NO

LPAC meeting is held within 5 school days (or as soon as possible) to review ARD/LPAC meeting results. If the ARD/LPAC recommended the student not enter the LEP program due to the disability, the student is not classified as LEP.

YES

ARD/LPAC committee determines how student's linguistic needs as a second language learner will be addressed in special education. The ARD/LPAC LEP Supplement is approved and becomes part of the ARD document. After this initial ARD/LPAC meeting, the LPAC and ARD conduct their regular meetings as appropriate.

IV – Individualized Education Program



Exiting of Special Education/LEP Students

LEP exit criteria for students with disabilities should follow as closely as possible the state and local exit criteria, yet take into consideration the student's disability. For students whose disability would not require a change in the criteria and for students who can be reasonably expected to meet it, the LEP Fort Bend ISD exit criteria should be utilized and not modified.

In rare cases, a LEP student receiving special education services may qualify to be exited using modified criteria permitted under TAC 89.1225(k), which special considerations to a LEP student for whom assessments and/or standards under TAC 89.1225 (h) are not appropriate because of the nature of a student's particular condition. Students considered for special exit criteria under TAC 89.1225(k) should only be those designated to take STAAR Alt 2 as determined by the ARD committee in conjunction with the LPAC.

Students should only be exited from the bilingual or ESL program at the end of the school year.

SPED/LEP EXIT Procedures
Must complete the 2 step process

Step 1- Student with a disability already identified as LEP and there is consideration that the LEP exit criteria be modified. Only students taking the STAAR Alt 2 may be considered for a modified exit criteria

In preparation for the annual ARD meeting for the upcoming school year, the ARD/LPAC Collaboration Team meets in a staffing prior to an ARD/LPAC committee meeting if exit criteria will be modified. During the staffing, the ARD/LPAC Collaboration Team reviews the special education student's evaluation, reviews progress, discusses proposed LEP exit criteria, and completes the appropriate portions of the *ARD/LPAC LEP Supplement* approving the draft.

ARD meeting or amendment is held with the same members of the ARD/LPAC Collaboration Team members that participated in the staffing. ARD committee considers:

- How the student's linguistic needs as a second language learner have been and may still need to be addressed in special education
- How the student's linguistic diversity needs have been and may still need to be addressed
- Approves the LEP Exit Criteria taking the student's disability into
- LPAC supplement is completed to include the modified exit criteria
- Documents all decisions on the *ARD/LPAC LEP Supplement*

*All SPED/LEP students require an *ARD/LPAC LEP Supplement* whether criteria is modified or not

Step 2- Student with a disability identified as LEP meets ARD/LPAC established LEP exit criteria

ARD meeting or amendment is held with ARD/LPAC Collaboration team members. ARD Committee determines if the student's linguistic needs as a second language learner have been met based on assessment results and verifies criteria was met for the modified exit. The *ARD/LPAC LEP Supplement* is completed along with other appropriate ARD documents. The student is reclassified to Monitoring Year 1 status.

If modified exit criteria is met, the LPAC meeting is held within 5 school days (or as soon as possible) to review ARD/LPAC meeting results. The student is classified as meeting exit criteria and non-LEP effective the date of the LPAC meeting. Parent notification is sent.

ARD/LPAC Collaboration Staffing Form

Campus: _____ **Student:** _____ **Grade:** ____ **ID#:** _____

LPAC/ARD Collaboration team member signatures:

Campus Administrator: _____

LPAC Representative: _____

Special Ed Representative: _____

Other: _____

Entry

☐ Oral Language Proficiency measure given: _____ Results: English _____ Spanish _____
(date)

☐ Oral Language Proficiency measure was unable to be given due to severity of disability.
Justification: Significant cognitive deficit at least 2 standard deviations below the mean

☐ ITBS (grades 2 and above), if applicable _____ NPR _____ NPR
(Reading) (Language)

Entry Criteria Recommended by ARD Committee:

☐ The student meets eligibility to be classified as a student with Limited English Proficiency (LEP).

☐ Classification as LEP is not recommended by the ARD/LPAC Collaboration Team.

Exit

Exit Recommendation from ARD Committee:

☐ Student will follow the State mandated LEP Exit Criteria.

☐ Due to the student's disability, the State mandated LEP exit criteria is recommended to be modified as indicated above.

Evidence of Need for Modification of Exit Criteria:

☐ Student takes the STAAR Alt 2 state assessment

Choose an exit assessment appropriate	Individual Student Performance Standard
Must choose one:	**Must choose one:**
☐ TELPAS Listening	☐ Beginner ☐ Intermediate ☐ Advanced ☐ Advanced High
☐ Unable to assess due to disability*	
Must choose one:	**Must choose one:**
☐ TELPAS Speaking	☐ Beginner ☐ Intermediate ☐ Advanced ☐ Advanced High
☐ Unable to assess due to disability*	
Must choose one:	**Must choose one:**
☐ TELPAS Reading	☐ Beginner ☐ Intermediate ☐ Advanced ☐ Advanced High
☐ Unable to assess due to disability*	
Must choose one:	**Must choose one:**
☐ TELPAS Writing	☐ Beginner ☐ Intermediate ☐ Advanced ☐ Advanced High
☐ Unable to assess due to disability*	
Grades 1-2: Norm-referenced standardized achievement tests are not required for students in grades 1-2 eligible under TAC 89.1225 (k). **Grades 3-12: Must meet state standard on STAAR Assessments (Reading/Writing/ English). This includes all STAAR versions (i.e. STAAR, STAAR-A, STAAR-ALT, STAAR-EOC and STAAR-ALT EOC).**	

*When it is not appropriate to assess one or more domains due to a student's disability, the ARD committee and LPAC will provide documentation to support the decision not to assess the domain.

Step 2: Once TELPAS and STATE ASSESSMENT scores have been received by the campus:

☐ Established EXIT criteria has been met; ARD Committee met on _____ (date) and verified exit from LEP status

ARD/LPAC Supplement

LPAC Supplement must be completed at the student's Annual ARD meeting and at the ARD that is held after the student meets regular exit and/or modified exit criteria.

ARD/LPAC Collaboration Team Staffing and ARD Documentation Process and Forms

Whenever the ARD/LPAC collaboration team members meet to collaborate in the interest of the student, they should consider information regarding the cognitive and linguistic abilities, as well as the affective needs, of the student. These joint meetings may occur not only to facilitate a student entry into and exit out of the respective programs but also to review progress, determine linguistic accommodations and discuss other issues related to the student's Individualized Education Plan (IEP). Recommendations from these collaborative efforts must be presented at ARD committee meetings to ensure that the appropriate considerations regarding the second language acquisition in English are addressed in the development of the student's IEP. Decisions relating to services that impact second language acquisition must also be documented by the LPAC.

The information contained in this document was compiled using several sources, specifically:

- Texas Administrative Code §89.1125
    - Commissioner's Rules Concerning State Plan for Educating Limited English Proficient students
- *Guidance Document: ARD in Conjunction with LPAC,* prepared by Dr. Criselda Guajardo Alvarado, Education and Evaluation Consultants
- Texas Education Agency, Special Education Department, *Guidance Related to ARD Committee and LPAC Collaboration*
- Texas Education Agency, Process for Considering Special Exit Criteria from Bilingual/English as a Second Language (ESL) Services

Frequently Asked Questions

1. *After an ARD is held for a student receiving Special Education services who has met the criteria for exit from LEP and the LPAC meets to reclassify the student, does there need to be a LPAC representative at the student's ARD meeting?*

   No. Once the student has been exited from LEP, the LPAC will monitor the student for two years according to the Commission Rules guidelines. There is no need for LPAC representative at the ARD once the student has been exited.

2. *We understand that the modified Exit criteria must be set in an ARD PRIOR to State Assessment. Does this include TELPAS?*

   Yes. TELPAS is part of the State Assessment for students with disabilities who are also identified as LEP. Therefore, if there is consideration to modify the Exit criteria, this ARD/LPAC Collaboration team meeting and ARD to review the modified Exit criteria all must be held prior to the beginning of the TELPAS window.

3. *The Special Ed/LEP process indicates that once the state assessment scores are received, an ARD must be held to review the scores and determine if the modified LEP criteria was met and to discuss the plan to remove student from LEP services. After the ARD meeting, a LPAC meeting must occur to review the ARD recommendation and formally exit the student from LEP. The LPAC procedures note that this should occur at the end of the year. How do we handle the situation if an ARD is not held prior to summer dismissal due to scheduling difficulties?*

   If the ARD and LPAC meetings are not completed at the end of the year, they should be scheduled prior to the first day of instruction during the next year. They can be exited from LEP at the beginning of the year under these circumstances. It is recommended that if there are a lot of students that will need ARDs and LPAC meetings at the end of the year, focus on the students who will be transitioning to a new campus first (4th, 6th, and 8th graders).

4. *Should every student who is receiving Special Education services and has "Spanish" checked on the Home Language Survey have an ARD/LPAC LEP Supplement form in LPAC folder?*

   Yes, though for most students as the exit criteria is not being recommended for modification, there will only be one box on the supplement checked for exit which states that the student will follow the state mandated LEP Exit criteria.

5. *Should LPAC/ARD Collaboration meetings take place before a PPCD student is ever labeled as LEP? (In thinking of 3 year-olds who are tested when they turn 4)*

Yes, for those students who are evaluated at the Intake Center (3 year-olds) and will be turning 4 prior to September 1, an ARD/LPAC Collaboration team meeting should take place prior to an ARD meeting. It is recommended that this process be postponed until late in the school year of the student's first year if he/she is 3 years old so data can be gathered (i.e., if student turns 3 in October and begins PPCD, gather data and then the collaboration staffing and ARD should occur in late April or May).

6. *What happens if the student does not meet the anticipated exit criteria, do we have to conduct another ARD/LPAC collaboration meeting and ARD?*

If a student with a disability does not meet State Assessment expectations, then an ARD meeting must be scheduled to consider additional interventions, changes to IEP, etc. Therefore, during the ARD meeting to discuss the student's failure on the State Assessment, the previous ARD/LPAC LEP supplement should be reviewed along with any previously set modified criteria. If the ARD committee determines there is a need to change the modified criteria, then a new ARD/LPAC LEP supplement should be completed. If no changes are determined to be needed, then a new ARD/LPAC LEP supplement does not have to be completed until the next annual ARD.

Least Restrictive Environment (LRE)

Access to Facilities

34 CFR § 104.21

The District shall ensure that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. The District shall operate each program, service, or activity so that when viewed in its entirety, it is readily accessible to and usable by individuals with disabilities. The District is not, however, required to make each existing facility or every part of a facility accessible to and usable by individuals with disabilities.

Compliance

Campus or District compliance with these requirements may be achieved by, but shall not be limited to:

1. Redesigning equipment;
2. Reassigning classes or other services to accessible classrooms or facilities within the building;
3. Assigning aides to qualified individuals with disabilities;
4. Visiting an individual's home;
5. Delivering services at alternate accessible locations either at the campus or in another District facility;
6. Constructing new facilities that comply with the law;
7. Utilizing any other methods that would result in making services, programs, and activities accessible to individuals with disabilities.

Written documentation that students have accessibility may be achieved by ARD/IEP documents and/or campus and district plans. Please contact the appropriate Special Education Program Manager for additional assistance.

Placement

34 CFR §§300.115 - 300.120

Fort Bend ISD will, to the maximum extent appropriate, ensure that children with disabilities are educated with children who are nondisabled and in special classes, separate schooling, or other removal of children with disabilities from the regular environment occurs only if the nature of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

LRE Questions appropriate for the ARDC

34 CFR §§300.114 - 300.116

The following are points for discussion and documentation as an ARD committee determines the appropriateness of the Least Restrictive Environment for a student with disabilities. {Based on *Daniel R.R. v. State Board of Education*, 874 F.2d 1036 (5th Cir. 1989)}

1. Can education in the general classroom, with the use of supplementary aids and services, be achieved satisfactorily for the student?
    a. Has the Fort Bend ISD taken steps to accommodate the student with disabilities in the general classroom?
        i. Did the district provide supplementary aids and services?
        ii. Did the district provide accommodations?
    b. Are the services provided sufficient?
        i. The district does not have to provide every conceivable supplementary aid or service.
        ii. IDEA 2004 (Individuals with Disabilities Education Act) does not require general education teachers to devote all or most of their time to one student with a disability.
        iii. IDEA 2004 does not require that general education teachers modify the general education program beyond recognition.
        iv. General education teachers are not required to modify the general education curriculum to the extent that the student with disabilities is not required to learn any of the skills normally taught in general education.
    c. Will the student receive an educational benefit from general education?
        i. Can the student grasp the TEKS curriculum elements of the general education curriculum?
        ii. Consider and document the nature and severity of the student's disability in relation to receiving educational benefit from general education.
    d. Examine the student's overall educational experience in the mainstreamed environment, balancing the benefits of general and special education for each individual student.
    e. What effect does the presence of the student with disabilities have on the general classroom environment and thus on the education that the other students are receiving.
    f. Discuss and document any disruptions in the classroom.
    g. Does the student require so much of the teacher's attention that the teacher will have to ignore the other students' needs in order to attend to the student with disabilities?
2. If education in a general classroom cannot be achieved satisfactorily, determine whether the student has been mainstreamed to the maximum extent appropriate for that student.

a. Determine if all academic and non-academic classes in general education with nondisabled peers has been considered or tried.
b. Determine if mainstreaming for lunch, recess, or other times has been considered.

Student Success Initiative

The Student Success Initiative (SSI) is a State initiative designed to provide an accelerated instructional plan (AIP) for a student who does not pass the State Assessment in specified grade levels.

1. If SSI is applicable for a certain grade level for non-disabled students, then it is also applicable for a special education student. The SSI information is addressed in the ARD in the section called, "Intensive Program of Instruction."
2. If an Accelerated Instruction Plan is required via the SSI requirements, the AIP is developed by the ARD committee via IEPs and any attached AIP forms from the Grade Placement Manual.
3. The ARD committee serves as the Grade Placement Committee (GPC) for students receiving special education services, under this section.

State Assessment Decision-Making Procedures for Students with Disabilities
19 TAC § 89.1055, 34 CFR *§ 300.305*

The Texas Student Assessment Program seeks to include as many students as possible in STAAR while providing alternate assessments for students whose academic achievement and progress cannot be measured appropriately with STAAR

STAAR Alternate 2/STAAR Alternate End of Course assessments have specific participation requirements that must be carefully considered before recommending these assessments. The ARD committee cannot recommend an alternate assessment if the student does not meet the participation requirements.

The participation requirements describe the type of grade-level instruction in the TEKS (accessed through prerequisite skills) that a student should be receiving in order to participate in an alternate assessment.

When making assessment decisions, the members of the ARD committee must weigh the benefits of rigorous and challenging expectations with the possibilities of success, given each student's individual **strengths, needs, instruction, and accommodations.**

The academic instructional decisions made by the ARD committee and **documented in the IEP** must always guide assessment decisions.

Beginning with the March 2017 administration of STAAR, students with disabilities and English language learners (ELLs) who are eligible for testing accommodations may receive those accommodations through an enhanced online version of STAAR called STAAR On-line. Embedded accommodations include but are not limited to (text-to-speech or content and language supports) that can be assigned on an individual student basis, the online version of STAAR will include enhanced accessibility features that are available to all students.

All students enrolled in grades 3-11 are to participate in state assessment for the subject areas required at the appropriate enrolled grade. In Texas, that assessment is the STAAR (State of Texas Assessments of Academic Readiness) for students in grades 3-8, End-of-Course (EOC) assessments for high school students. Please note that students who take an alternative assessment will take the STAAR Alternate 2 in all grade levels and subject areas. The ARDC must determine if the student can take the standard assessments or one of the modified or alternate forms of the assessment.

FBISD Procedure

Prior to the ARD

Prior to the ARD meeting in which State Assessment Decisions will be determined:

- For each student receiving special education services in Grades 3 and above, *d* the case manager should gather as much information about accommodations for testing to present to the ARD committee. .

During the ARD

PLAAFPs

The PLAAFP should clearly document the results of previous year's state assessments as well as document accommodations found to be effective.

State Assessment Page

Each subject area is to be addressed for state and district assessments for the current and next school years.

Accommodations also need to be addressed for each subject area on the state assessment pages. For more information, see the SE Manager User Guide found on the Success Ed homepage.

It is not necessary to also describe in the committee deliberations.

1. Eligibility statements should describe how the student meets TEA's qualifying criteria.
2. Must choose each subject area that the accommodation applies.

3. For the accommodation of Oral Administration, you must describe how this is to be implemented – either totally in its entirety or partially upon student request.
4. For the accommodation of Supplemental Aids, you must list the specific item for each subject area (e.g. Math = multiplication chart; English = blank graphic organizer, Mnemonic devices, etc.)

Participation Requirements

TEA defines the participation requirements as stated below. This information is a direct copy of the state assessment participation requirements provided through the TEA website.

Alternative Assessments

Students receiving special education services who have the most significant cognitive disabilities and are unable to participate in the other statewide assessments even with substantial accommodations and/or modifications will be assessed with STAAR Alternate 2.

Admission, review, and dismissal (ARD) committees may decide that a student's knowledge and skills can best be assessed with STAAR Alternate 2 if the student meets all of the following participation criteria. The student:

1. Has a significant cognitive
2. Requires specialized, extensive supports to access the grade-level curriculum and environment.
3. Requires intensive, individualized instruction in all instructional settings
4. Accesses and participates in the grade-level TEKS through prerequisite skills
5. The decision to administer the STAAR Alternate 2 assessment is based on the student's significant cognitive disability and NOT any other factors such as the student's racial or economic background, English learner status, excessive or extended absences, location of service delivery, anticipated disruptive behavior or emotional distress, or any other such factors.

ARD Committee Deliberations

This section should highlight the state assessment discussions that were held during the ARD (previous test taken and score student received, accommodations routinely given in instruction and effectiveness, review of the State-approved accommodations and the TEA Decision Making Guide form, and STAAR Alternate 2 Decision Making Matrix, if appropriate). All of the items should have been discussed and documented in prior ARD pages so the Committee Deliberations may just summarize these and add any additional conversations that ARD committee had with regard to the State Assessment decision-making process. Therefore, it is not necessary to list each test and/or accommodation recommended in the committee deliberations.

FitnessGram Assessment

The FitnessGram Assessment measures three components of health related physical fitness that have been identified as important to overall health and function. There are six areas that are

tested. The ARD committee must address each area. The FitnessGram must be addressed for students in grades 3-12. If a student is receiving Adapted Physical Education services, the AdPE teacher will make recommendations to the ARD committee regarding the student's ability or inability to participate in the six areas to be assessed.

Types of STAAR Assessments

STAAR
Measures a student's mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS).

STAAR Online
A general assessment administered online with accommodations integrated into the online system, designed for students with disabilities who meet the eligibility requirements.

STAAR-Alternate 2
STAAR Alternate is an alternate assessment based on academic standards and is designed for students with significant cognitive disabilities receiving special education services. Additionally, the students must meet participation requirements. STAAR Alternate 2 was developed to meet federal requirements of both the Elementary and Secondary Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). ESEA requires that all students be assessed in specific grades and subjects throughout their academic career, whereas IDEA requires that students with disabilities have access to the same standards as their non-disabled peers and be included in statewide assessments. STAAR Alternate 2, which was redesigned as a result of state legislation passed in 2013, is a standardized assessment administered individually to each eligible student.

Students must meet specific requirements to take either assessment. Both assessments are available for the same grades and subjects assessed in the general STAAR program.

STAAR Alternate 2 End of Course Exams (SAEOC)
For students enrolled in grades 9-12, the ARD committee will determine which of the STAAR Alternate End of Course (SAEOC) exams required for the graduation.

TELPAS
The Texas English Language Proficiency Assessment System (TELPAS) is designed to assess the progress that Limited English Proficient (LEP) students make in learning the English language. TELPAS measures English language proficiency in the following domains:

- Grades K–1 reading, listening, speaking, and writing
- Grades 2–12 reading, listening, speaking, and writing

TELEPAS Alternate

According to the Every Student Succeeds Act (ESSA), the state is requi8red to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations**.** In response, TEA is working with stakeholders to develop the TELEPAS Alternate to evaluate students identified as limited English proficient (LEP) and are also eligible to participate in STAAR Alternate 2.

TELPAS Alternate is a holistic inventory aligned to the Texas English Language Proficiency Standards (ELPs); however, this test is based on alternate Proficiency Level Descriptors (PLDs) that were created to address the specific access needs of this student population. Students will be assessed in four language domains: listening, speaking reading and writing. This will be piloted in Fort Bend for the 2018-19 school year at certain campuses only.

Determining State Assessment for Transfer Students

In-State

For students previously enrolled in a Texas Public School, contact the previous school to confirm which form of the state assessment was taken, the student's performance, and/or the assessment that was recommended. Make assessment recommendations during the 30-day Transfer Placement period based on previous testing and performance, or recommendations from the previous school. If assessment information is not available from the previous school, the Fort Bend ISD Assessment Department can access information from the state assessment data center with the student's PEIMS number (Social Security number or state ID number), name, and date of birth. Students considered LEP must be assessed on TELPAS unless the student has been exited from LEP. Confirm participation in TELPAS and/or exit from LEP with the previous district. Both STAAR/TAKS and TELPAS decisions should be considered at the Placement ARD.

Out of State

Contact the previous school to:

- Confirm that the student was assessed
- Confirm subject areas assessed
- Ask if that assessment was the general assessment or an alternate assessment. To clarify what type of assessment was administered, it may be necessary to describe the Texas assessments and ask if the assessments are similar.
- Ask if the student received regular, modified, or an alternative curriculum. If the student received a modified or alternative curriculum, find out if the state assessment was designed specifically as an alternate assessment or if alternate norms were applied to the general assessment.
- Ask about performance.

- If the student is LEP, confirm testing and performance measures used in the state to determine level of English acquisition and at what level the student is performing.

Make assessment decisions for the Transfer ARD based on information provided about previous assessments and the type of curriculum on which the student was instructed. For additional guidance, contact your Special Education Program Manager/Specialist.

Annual ARD and/or Review ARD

Annual ARD

Student participation in state assessment must be considered at every Annual ARD. The state assessment participation requirements provided by TEA should be followed in the decision-making process:

Review ARD

Student participation in state assessment should be reviewed at any Review ARD to confirm that the recommended assessment continues to be appropriate. If the purpose of the Review ARD is to reconsider the student's participation in state assessment, the same decision-making process should be followed as those for the Annual ARD. When considering a waiver of additional testing opportunities or changes in the form of the required assessments in grades 5 and 8, please refer to the most recent Grade Placement Committee Manual for Grade Advancement Requirements of the Student Success Initiative (GPC Manual) located at http://www.tea.state.tx.us/student.assessment/resources/ssi.

TELPAS

When a student receiving special education services is Limited English Proficient (LEP), the ARDC must work in conjunction with the LPAC to ensure that issues related to both the student's disability and language proficiency are carefully considered when assessment decisions are made. TELPAS assessments should be considered for all ELs receiving special education. Exit from LEP is considered on a case by case basis in collaboration with the ARDC and the LPAC. Standard LEP exit criteria can be waived and alternate criteria set in some circumstances, primarily in the case of severe cognitive disability. The following assessments should be considered:

- K-1: Holistically-scored assessments in speaking, listening, reading, and writing are available. These assessments are administered by a qualified TELPAS rater based on student observations and work samples. Each domain is considered separately and documentation of the justification for not participating in any of the four domains is included on both the form provided by the Success Ed system and in the ARD Committee deliberations section of the ARD. The ARDC and LPAC should collaborate on the appropriate measures for all LEP students regardless of determined disability(ies).
- Gr. 2-12: Assessments include holistically-scored speaking, listening, and writing assessments rated by a qualified TELPAS rater from observations and writing samples.

Students take the TELPAS Reading test either in a paper or online format. TELPAS reading tests for grades 2–12 are designed to determine where ELLs are on the continuum of English language reading proficiency and to measure their growth from year to year. The instrument starts with an initial understanding of high-frequency English words and phrases and culminates with the ability to read and understand texts similar to those written for English-proficient students. Each domain should be considered separately with justification documented when one or more domains is not assessed. Students taking STAAR/TAKS should be assessed in all four domains using the appropriate allowed accommodations for TELPAS.

Restricted ARD dates due to State Assessment

In an effort to reduce testing irregularities and miscommunications regarding State Assessment accommodations, Fort Bend ISD will implement a process of restricting ARD dates two weeks prior to and during state assessment time, for all students enrolled in the corresponding grade levels.

ARDs that are required such as Initial ARDs, MDR ARDs etc., may continue to be held during this period. The dates in which NO ARDs may be held will be determined and sent out on a yearly basis. The dates will be based on the current TEA State Assessment Calendar.

Supplementary Aids and Services – Accommodations

34 CFR §§ 300.42, 300.320(a)(4); 19 TAC 89.1050(a)(1); *28 C.F.R. 35.104*

Supplementary Aids and Services are "aids, services, and other supports provided in General Education classes, other educational-related settings, and in extracurricular and non-academic settings, to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate."

Examples of supplementary aides and services:

a. Qualified interpreters, note-takers, transcription services, written materials, assistive listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments
b. Qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments
c. Acquisition or modification of equipment or devices

The Full Individual Evaluation and ARD process identify the appropriate supplementary aids and services students require to be educated with non-disabled children to the maximum extend appropriate.

Student-Specific/1:1 Aide or Paraprofessional

Prior to a holding an ARD Meeting to discuss a student-specific aide, the campus should contact the appropriate Program Manager to review all data to ensure that Least Restrictive

Environment is being followed. See request area in Section 8 of the Special Education Administrative Procedures.

The discussion of a student-specific aide should be documented in the ARD Deliberations. If a student-specific aide is determined to be necessary for a student to access and make progress in the general education curriculum, the service should be documented on the Schedule of Services page within Success Ed under related services. Factors to consider include individual student needs, class size, staff-to-student ratio, and need for student support in order to demonstrate educational progress. Some of the most common reasons for this type of support include:

1. Protection/safety of the student;
2. Physical assistance/needs throughout day;
3. Instructional support;
4. Transition; and
5. Reducing student anxiety.

This type of support ranges from portions of the school day to a full school day, depending on the needs of the student. In the event a student-specific aide is provided to a student, the campus should develop a contingency plan for when the student-specific aide is absent.

The ARD committee determines a student's required supplementary aids and services. To the extent practicable, supplementary aids and services, special education, and related services must be based on peer-reviewed research. Accommodations and/or modifications determined during the ARD should be those that the student must have on a regular basis in order to access and make progress in the general education curriculum. The ARD Committee considers any request by a parent for a specific supplementary aid and/or service such as service dogs, tape recorders, note-takers, and any other specific requests. Any decision to discontinue a supplementary aid should be based on data that demonstrates the student does not make progress in the general education curriculum when the supplementary aid is used.

The ARDC must determine and include in the child's IEP:

1. The projected date for the beginning of the services and modifications;
2. The anticipated frequency of those services and modifications; and
3. The anticipated duration of those services and modifications.

Audio Recording
TEC § 29.005

1. The district, the parent, or the adult student may audio-record the ARD committee meeting. All participants in the meeting will be informed that such a recording is being made.
2. If a parent or adult student notifies the ARD committee that they will record the meeting, the district should also record the meeting and document the meeting is being recorded in the

deliberations. If the audio recording is in a digital format, a copy can be uploaded to the student's Success Ed file under the History tab. For audio recordings on tape, a copy must be given to the parent and another copy to be sent to MR Wood Center for Learning Special Education Records Department at the end of the year during check out.

3. If an interpreter is used in the ARD meeting, two tapes/recordings should be made. One is given to the parent and one is filed in Success Ed or the Special Education Records Department.

Service Animals
28 C.F.R. §35.104

Requests for the Use of Service Animals by Enrolled Students, Under the ADA Section 504

PURPOSE

The purpose of these procedures is to establish guidelines for the use of service animals by students in the Fort Bend Independent School District, including school buildings, vehicles and other property. These procedures will be used to assist Fort Bend ISD personnel in handling requests for service animals, including directing parents' requests to the proper individuals within Fort Bend ISD, and advising parents of their rights under the relevant laws. For additional information regarding Service Animals, please refer to Fort Bend ISD Board Policy FBA (LEGAL).

FEDERAL LAWS CONCERNING SERVICE ANIMALS IN SCHOOLS

Individuals with Disabilities in Education Act

Under the Individuals with Disabilities in Education Act ("IDEA"), eligible students are entitled to a free, appropriate public education ("FAPE"). The parent may request that an ARD committee consider whether or not the use of a service animal is necessary in order for the student to receive a FAPE. If the ARD Committee determines that the student can be provided FAPE without the use of the animal, the animal does not become a related service or support under a student's IEP.

Americans with Disabilities Act and Section 504 of the Rehabilitation Act

Under the Americans with Disabilities Act ("ADA") and Section 504 of the Rehabilitation Act (Section 504), schools are generally required to allow a disabled individual to be accompanied by a service animal, so long as the animal meets the ADA definition of "service animal," the animal is under the control of its handler, is housebroken, and does not pose a direct threat to the health and/or safety of others. Exclusion of an animal could be discrimination based on disability. The ADA requires public entities to appoint a person to handle claims of disability discrimination, the Section 504 Coordinator (See Board Policy FB and FFH). Additionally, the Section 504 committee should convene to apply the

ADA guidelines and determine if additional accommodations are needed for access or for an equal educational opportunity.

For students who are eligible under Section 504 and have a Section 504 accommodation plan, a Section 504 committee should convene to review the plan to ensure the child continues to have equal educational opportunity and to consider reasonable accommodations. Additionally, the Section 504 committee should convene to apply the ADA guidelines and determine if additional accommodations are needed for access or for an equal educational opportunity.

DEFINITION OF SERVICE ANIMAL

Service animals are defined by the ADA as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. 28 C.F.R. §35.104. A service animal is not a pet.

PROCEDURES/REQUIREMENTS for Students

Use of service animals by a student with a disability is subject to the following procedures and requirements:

A. Application for Use of Service Animal –Parents/Adult students must submit a request, *Service Animal Documentation and Medical Information Sheet* found in the Appendix of Section IV of the Special Education Administrative Procedures) for the use of service animals to the Section 504 Coordinator, Ronje Gonzales at 281-634-1242. The campus administrator or CCC/ARD Facilitator must notify the Executive Director of Special Education and Learning Support Services of the request. Requests for the use of service animals on School District property must, whenever possible, be made no less than fifteen (15) business days prior to the proposed use of the service animal. The animal may be required to demonstrate that it is a trained service animal by performing the functions identified by the owner/user that are intended to mitigate the impact of a disability.

B. Determination of Whether Animal is a Service Animal - Applications for use of Service Animal will be reviewed by the Section 504 Coordinator. The Section 504 Coordinator will determine if the animal meets the definition of service animal under the ADA. If the animal meets the definition of service animal and there are no grounds to remove the animal, the student will be allowed to use the animal on campus. All applications for use of the service animal on School District property will be considered on a case-by-case basis. Subject to the IDEA and Section 504, approval of the use of the service animal is subject to periodic

review, revision, or revocation by the District. At a minimum, the request for a service animal will be reviewed annually. The request for use of the service animal must be renewed annually, prior to the start of each subsequent school year. In addition, the request must be renewed whenever the student changes schools or when the student desires to use a different service animal.

C. Service animals necessary for FAPE - If the student is eligible for special education services under the IDEA, an ARD committee must be scheduled and the student's ARD committee will determine if the animal is necessary for FAPE. The use of a service animal is a methodology. If the student's needs can be met by a method other than the use of a service animal, such as with assistive technology or adult support, the service animal is not necessary for FAPE. The need for a service animal is subject to periodic review and revision by the ARD committee. At a minimum, the student's IEP and the need for a service animal will be reviewed annually. A service animal will not be included as part of a student's IEP unless the ARD committee determines the animal is necessary for a FAPE.

D. Agreement for Use of Service Animal - If the animal meets the definition of a service animal, the parent must sign and return the *Agreement for Use of the Service Animal*, (Found in Appendix) prior to the service animal being introduced into the schools setting. Fort Bend ISD requests, but does not require, that Service Animals wear an orange collar and a leash or a vest at all times that identifies it as a service animal to students and staff.

E. Exclusion of Service Animal – Under the Americans with Disabilities Act, a service animal may be excluded if: 1) it is out of the handler's control and the handler cannot take effective steps to control the animal; 2) the animal is not housebroken; 3) the animal poses a direct threat to the health or safety of others; or 4) the animal's presence or behavior fundamentally alters the nature of the School District's service, program, or activity.

F. Responsibility for Service Animal

a. It is the responsibility of the student who uses a service animal pursuant to this procedure to provide proper handling of the service animal. The service animal must be under the control of the handler at all times. The school district is not responsible for the care or supervision of the animal. Any cost incurred to handle the service animal will be the responsibility of the adult student or parent of the student who uses the service animal. The school nurse will be consulted by school administration regarding any known allergies among the school population. Any measures needed to minimize contact between any allergic students and the service animal will be identified by the school administration and followed by the handler.

b. The service animal shall have a harness, leash, or other tether unless either: (a) the handler is unable because of a disability to use a harness, leash, or other tether; or (b) the use of such device would interfere with the service animal's safe, effective performance of work or tasks. In such circumstances, the service animal must be under the handler's control through another effective means such as voice control or signals. The handler will be responsible for ensuring the service animal is provided any food and water needed by the animal and regular outside time to relieve itself in a designated place, including proper disposal of waste. Any food provided at the school must be contained in sealable containers. The service animal will not be allowed on school furnishings unless it is required for performance of its work or task. It is the handler's responsibility to inform others that the animal is a service animal and should not be petted, bothered, harassed or fed.

c. The adult student or the student's parents/guardians, are liable for any damage to school or personal property and any injuries to individuals caused by the service animal. The District and its employees shall be held harmless in the event that the animal damages property or causes harm to any individual.

G. The District may, at its discretion, require that the student/parent requesting the use of a service animal complete the steps of this procedure, as often as reasonable so that the District may ensure the safety of patrons and the continued need for the service animal to the student.

H. Prior to the introduction of the service animal into the school, relevant campus staff will create a plan with the student and the student's parent to integrate an approved service animal into the classroom and school environment and to meet the animal's basic needs during the school day. The plan will consider appropriate training for school staff, emergency evacuation and disaster response, and any other activities or conditions appropriate for the learning environment.

I. To the extent that use of a service animal is not a related service addressed in an IEP or Section 504 plan, an integration plan does not constitute a service or accommodation under the IDEA or Section 504.

J. The introduction of a service animal into the school setting may result in medical issues among other students and/or employees. Should such issues arise, the District will resolve those issues by considering the needs of all persons involved. The student's schedule may be altered or other appropriate action taken in order to accommodate the document needs of all students and staff on the campus.

K. Fort Bend Independent School District follows all applicable laws and regulations to protect the health and safety of the students and employees of Fort Bend ISD. Texas law pertaining to the treatment of animals shall apply. *See* Tex. Penal Code Chapter 42 and Tex. Human Res. Code Chapter 121.

COMPLAINT PROCEDURES

Fort Bend Independent School District provides training to staff to ensure compliance with the ADA and Section 504 regarding requests for service animals. Any individual who believes that he/she is being denied access to buildings or programs, or discriminated against based on disability, should immediately inform the Section 504 Coordinator, Ronje Gonzales at 281-634-1242 Any disputes or complaints by any person involving service animals should be made in writing to the Section 504 Coordinator. Some disputes may be subject to the grievance procedures outlined by School Board Policy and/or in the Student Handbook.

Service Animal Procedure Checklist (Internal Use)

- o Attachment 1 and Attachment 2 (optional) Submitted to _____(Campus name), on _____ (Date)
- o Attachment 1 reviewed by Campus Principal
- o Attachment 1 and 2 reviewed by 504 Coordinator/Division Specialist or designee
- o Attachment 1 and Attachment 2 (if applicable) Reviewed by ARD Committee
- o ARD Committee Decision
  - Required for FAPE _____
  - Not required for FAPE _____
- o Final Approval if not Required for FAPE
  - 504 Coordinator _____
  - Date of Approval _____
- o Forward Approval to

- Campus Principal
- Program Manager, Special Ed Supplemental Health Services (Angela Singletary)
- Executive Director, Special Education & Learning Support Services (Deena Hill)

o Campus Admin will create a plan for the integration of approved service animal

Transition Planning
34 CFR 300.43(a), (b); 20 USC § 1401(34) (A)

Transition is a process designed to assist students with disabilities to achieve their postsecondary goals in the areas of education, employment and adult living. Through transition planning, annual goals and a coordinated set of activities focusing on both academic and functional skills are established to facilitate progress towards a student's postsecondary goals.

Transition will address transition for each student receiving special education services prior to the age of 14 or in 7th grade, whichever comes first.

Transition Process

1. A consent letter for permission to invite an agency is sent home for the parent to sign prior to the ARD meeting addressing transition. The Consent: Transition Services form in Success Ed must be signed by the parent/adult student prior to the ARD Notice being sent home, if the third party agency will be invited to the ARD.
2. Appropriate transition assessment must be completed for each student. This should include student assessment (interest survey, ability assessment, data collected by teachers), parent input via parent survey or questioner, and teacher input via teacher survey or questioner. If additional assessments are needed, the case manager will contact the Transition Teacher for additional resources. In addition to the parent, teacher, and student surveys, transition assessments should vary from one year to the next.
3. Appropriate postsecondary goals in the areas of training, education, employment and where appropriate independent living skills. These goals must be realistic and attainable.
4. Appropriate annual IEP goal related to transition services needed.
5. A course of study (4 year plan) that will reasonably enable the student to meet his/her postsecondary goals.
6. Assure the transition plan has services that will reasonably enable the student to meet his/her postsecondary goals. This is known as Coordinated Set of Activities, which include activities in the areas of instruction, related services, community experience, development

of employment, acquisition of daily living skills, and functional vocational assessment (if applicable).

The case manager will complete the transition process for their case managed students by collaborating with the student's counselor and Transition teacher. The Transition teacher will work with the student and teachers to implement the transition plan. The ARD Facilitator is responsible for annual transition training and Indicator 13 audits.

Transition Teacher

- The Transition Teacher is the campus resource person who should assist the ARD Facilitator with the transition planning process for the assigned high school and for feeder middle schools.
- As the resource person, the Transition Teacher should assist the ARD Facilitator with training for high school and middle school staff relative to the transition planning process and the completion of all required forms.
- Transition Teachers should ensure campus staff is informed of any change in policies and procedures concerning transition planning or services.
- It is also the responsibility of the Transition Teacher to assist campuses to ensure current ARD/IEP data for required transition planning services are entered in a timely manner on the campus student information system.

Visual Impairment Including Blindness (VI)
34 CFR § 300.324(a)(2)(iii); TEC § 30.002

For a child who is blind or is visually impaired, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the child's future needs for instruction in braille or the use of braille, the ARDC must either:

1. Provide for reading and writing instruction in braille and the use of braille; or
2. Determine that instruction in braille or the use of braille is not appropriate.

Before placing a child with a Visual Impairment (VI) in a classroom setting, or within a reasonable period of time after placement, the LEA must provide:

1. Evaluation of the impairment; and
2. Instruction in an expanded core curriculum, which is required for the child to succeed in classroom settings and derive lasting, practical benefits from the education by the LEA, including instruction in:
    a. Compensatory skills, such as braille and concept development, and other skills needed to access the rest of the curriculum;
    b. Orientation and mobility;

c. Social interaction skills;
d. Career planning;
e. Assistive technology, including optical devices;
f. Independent living skills;
g. Recreation and leisure enjoyment;
h. Self-determination; and
i. Sensory efficiency.

For a student with a Visual Impairment, the ARDC must develop an IEP that:

1. Provides a detailed description of the arrangements made to provide the child with an evaluation of the impairment and instruction in the expanded core curriculum required for children with visual impairments;
2. Sets forth the plans and arrangements made for contacts with and continuing services to the child beyond regular school hours to ensure the child receives the instruction required for children with visual impairments; and
3. Reflects that the child has been provided a detailed explanation of the various service resources available in the community and throughout the state.

When developing an IEP for a child who is functionally blind, the Texas Education Agency's criteria provides:

1. Proficiency in braille reading and writing is presumed to be essential for the child's satisfactory educational progress;
2. Each person assisting in the development of the child's IEP must receive information describing the benefits of braille instruction;
3. The ARDC must provide for braille reading and writing instruction that is sufficient to enable the child to communicate with the same level of proficiency as other children of comparable ability who are at the same grade level;
4. Braille instruction may be used in combination with other special education services appropriate to the child's educational needs;
5. The ARDC must specify the appropriate learning medium based on the full and initial evaluation; and
6. The ARDC must ensure that instruction in braille will be provided by a teacher certified to teach children with VI.

The District must provide each parent with the state-adopted form that contains written information about programs offered by state institutions.

GENERAL EDUCATION TEACHER INPUT

Opportunity for General Education Teachers to Request Assistance

The immediate person for support to the General Education teacher is the identified Special Education Case Manager. Each campus has a Special Education Case Management System. The Special Education Case manager will act in a collaborative role to solve any difficulties the special education student may be having in the general education class.

Special Education Case Manager

Case Management

A case manager is a special education teacher responsible for a select number of students receiving special education services on their campus. It is the responsibility of the campus to assign students to the case managers.

- Elementary Level – campus administrator collaborates with CCC
- Secondary Level – special education department head in collaboration with administration

Purpose of Case Manager:

- Monitor student progress: for students who are failing or in danger of failing, schedule staffing to discuss lack of progress and if necessary, and ARD to adjust supports/services
    - Monitor regularly – avoid waiting until the class has been failed or has dropped too far behind
- Ensure proper implementation of student Individual Education Plan (IEP) – discuss plan with teachers and follow up to ensure implementation is occurring
- Communicate with teachers who instruct students with disabilities
- Act as the point of contact for parents of students with disabilities – introduce at beginning of year and have regular communication regarding progress or lack thereof

There should be careful consideration as to how to assign students to Case Managers. Case managers should either teach or provide some support throughout the day, to the students on their caseload. If this is not possible, case managers should have the ability to see a student on their caseload at least one time per week. If a case manager teaches in a program (ABC, BSS, CLASS, FLASH, Resource, SAILS), their caseload should reflect students in that program. As a campus, each special education teacher should be assigned to a content/grade level so general education teaches have a specialized person for consultation.

Case management involves three areas of responsibility: Organization, Documentation and ARD Preparation.

IV – Individualized Education Program

Organization

It is imperative that a case manager remain organized throughout the year for various reasons. Some of the items the case manager is responsible for keeping may be collected/requested at different times of the year. Case managers should review all current paperwork for the students on their caseload prior to the school year and prepare all Inclusion logs and Accommodations logs for teachers and service providers, as well as maintain XLogs database for student in specialized programs, resource classes and Co-Teach classes Case Managers are responsible for documenting all supports and services within the XLogs system for students in these classroom settings.

At the beginning of the year, the case manager should make sure all school personnel, who are directly involved with the students on their caseloads, receive a copy of the Teacher Bundle in Success Ed by the first day of instruction. This bundle includes the following information:

- Schedule of Services
- Classroom and State Assessment Accommodations
- Behavioral Intervention Plan (when appropriate)
- Goals and Objectives pages
- Autism Supplement (when appropriate)
- Personal Care Services Supplement (when appropriate)

Other responsibilities of the case manager for the beginning of the year include:

- All school personnel who receive accommodations/modifications pages and/or BIPs MUST sign an **Acknowledgment of Receipt** Form indicating they have received the appropriate information. An email receipt with acknowledgment of the student information may suffice in lieu of the traditional paper form. However, this does not preclude the case manager from meeting directly with the teacher(s) to explain supports and services the student receives.
- Remember the accommodations/modifications, BIPs, and goals and objectives pages are confidential and should not be distributed without a cover page. If given electronically, select "confidential."
- Best practice is to discuss the information with the teacher at the time of receipt. If not, a follow-up meeting should take place.
- Once the student schedules are available, check to make sure the student's schedule matches the ARD Schedule of Services page. If there is a discrepancy, notify the CCC, ARD Facilitator or Department Head.
- Review the student's IEP Goals and Objectives to ensure EVERY student has at least ONE goal.
- Case Manager must introduce self to each of the students on the case manage list. Provide contact information (how can they find you, room number, and conference period). Schedule a time for the transition survey OR give them the survey to complete. (SECONDARY)

- Send home a case manager letter to parents. (ELEMENTARY/SECONDARY) Include transition surveys. (SECONDARY)
- Have regular communication/collaboration with the General Education teacher. Contact the classroom teacher at least one time per week to touch base with the student/teachers (if the teacher does not have the student in their class)
- Each teacher should be assigned to a content area/grade level (General Education teacher should have a Special Education teacher for consultation)
- Have regular communication with the parent regarding progress/lack of progress on IEP, preparing for Annual ARD, concerns brought by parent relating to ARD/IEP, etc.
  Attend Special Education Department trainings such as Job-Alike meetings, On-Campus PD, and Off-Campus PD

By the end of the first semester, case managers should conduct a midyear checkpoint:

- Progress updates #1 and #2 should be complete
- IEP Progress updates should be sent home
- Upload documentation of supports and services MSB XxLogs
- Turn in Inclusion logs to the CCC or Department Head

By the End of Week One in January, students may have new classes for the semester. SECONDARY will need to do the following:

- Once the student schedules are available, check to make sure the schedule matches the ARD Schedule of Services page. If there is a discrepancy, notify the ARD Facilitator or Department Head.
- Distribute appropriate paperwork to all school personnel who are directly involved with the students.
- ALL school personnel who receive accommodations/modifications pages and/or BIPs, MUST sign an **Acknowledgment of Receipt** Form indicating they have received the appropriate information.

Annual ARD Preparation

At the start of the year, case managers should create a report from Success Ed that delineates when all of the annual ARDs are due for students on their caseload. The notification of the actual date of the ARD will come from an Outlook invitation, generally from the campus CCC (elementary), Campus Evaluator (Diagnostician/LSSP), or ARD Facilitator (secondary).
In order to prepare for the annual ARD date, many items need to be completed. 2-3 weeks prior to the annual, case managers should

- Complete the Universal Screener for updated academic levels

- Request feedback from general education teachers
- Contact the parent(s)/guardian(s)/adult student to gain their input
- Meet with counselor to confirm credits, graduation plan and 4 year plan (SECONDARY)
- Meet with the student to discuss current accommodations and modifications, transition services and course selection for upcoming the year (SECONDARY)

Once all of the above is collected, the case manager should start to prepare ARD documents in Success Ed. Case managers are responsible for drafting the PLAAFP, IEP goals and objectives, Behavior Intervention Plans (in collaboration with LSSP), accommodations, supplements (as appropriate), and for SECONDARY case managers this includes transition information and coordinated set of activities. All items should be drafted in Success Ed at least 5 days prior to the date of the meeting. The drafted accommodations, goals and objectives should be sent home in advance for parent input.

The day of the ARD, case managers should attend with the following material ready to review:

- Teacher input
- Transition information (SECONDARY)
- Progress updates on current goals/objectives
- Draft of the PLAAFP
- Draft goals/objectives/accommodations
- A printed copy of discipline record, attendance, grades, current schedule

Case managers should play an active role throughout the ARD meeting. Special Education teachers should be prepared to discuss all of the above. If a case manager is not prepared for the ARD, the CCC/ARD Facilitator/Campus Administrator may decide to cancel the meeting.
After the ARD, case managers need to ensure all service providers have an updated copy of the newly accepted accommodations/modifications, goals/objectives and BIP. It is also important to obtain signatures on a new verification of receipt for those items.
Annual ARD meetings must take place at least once per year, on or before the date of the last annual ARD. There are times that an ARD needs to take place outside of the annual. It is the case manager's responsibility to request those meetings. When a student's PLAAFP changes that results in a change in services, schedule, etc… an ARD may need to occur. If a student experiences a lack of expected progress, the case manager is required to request a brief ARD.

Documentation

Case Managers are responsible for keeping the following documentation:

- Communication log (parents, teachers, students)
- Accommodations log: general education teachers who have students receiving in-class support
- Inclusion log (paper copies): special education teachers and paraprofessionals who provide in-class support to students with disabilities (not in a co-teach class) are to maintain In-Class Support logs and turn in at the end of the 9 weeks to the CCC/DH for collection by MSB

- XLogs: teachers of record for any student in a specialized program, resource class or co-teach class will document all supports and services through MSB's XLogs system. Only the provider who provides direct services to the student will document in the system.

General Education Teacher Opportunity to Provide Input to the ARD Committee

General education and special education teachers may collaborate. However, the Special Education case manager should gather information regarding student performance and progress from all of the student's general education teachers prior to:

1. An initial ARD committee meeting,
2. Evaluation Planning meeting or SCORE, if appropriate,
3. Annual ARD meeting, or
4. A brief ARD meeting considering other areas such as behavior, failures, etc.

Process for Requesting for Further Consideration of Student's IEP - General Education Teacher

It is the responsibility of Special Education case manager to support and assist the general education teacher in understanding the student's disability and IEP. When a general education teacher has concerns about the student's educational program, the Special Education case manager should:

1. Make an appointment with the general education teacher to discuss the general education teacher's concern;
2. Listen carefully to each issue raised by the general education teacher; be sure he/she has a clear understanding of the student's educational competencies and needs. Often the general education teacher with a concern is not present in the ARD committee meeting and has not seen the evaluation information and may not fully understand the student's strengths and weaknesses.
3. Collaboratively brainstorm possible solutions and alternatives which could be used, being careful to pay close attention to the ARD committee decisions on placement, accommodations, etc. Areas for support include pacing, methods, materials, etc.
4. Keep notes of the issues and solutions to be tried and the person responsible for trying each solution, and the timeline;
5. Set the next date and time to get together to discuss any progress toward the general education teachers concern after he/she has implemented the solutions from the meeting. The special education teacher should always follow-up. Possible ways special education could support the general education teacher are listed above. Don't hesitate to offer specific suggestions as ways to help the teacher.
6. Involvement of the Principal: If steps above do not improve the situation, the Principal or Assistant Principal should be notified (if they have not already been involved). The following steps should be followed if a solution did not occur:
    a. The special education case manager should inform the administrator of the steps taken above.

   b. The administrator will determine any further resources to involve in resolving the situation. The diagnostician, coordinator, or special education director may be included in problem solving.
   c. The administrator may call a meeting with the parties involved or may offer suggestions to the general education teacher, or may determine an ARD meeting is necessary to address the issues.
7. At any time during the process above, an ARD committee meeting may be requested by the General Education teacher.

SPECIAL EDUCATION TEACHER / SERVICE PROVIDER RESPONSIBILITIES

ARD Meetings
The special education teacher is responsible for the following in the ARD process (if there are multiple special education teachers involved, the special education case manager should ensure these steps are completed:

Prior to the ARD

1. Prepare the draft IEP measurable annual goals in SE IEP Goals, based on appropriate evaluation (remember the general education teacher(s) to the extent appropriate, should participate in the development, review, and revision of the student's IEP).
2. Send draft IEP goals/objectives to the parent at least one week prior to ARD meeting (if there are multiple special education teachers involved, the special education case manager should coordinate this effort).
3. Draft the Present Levels of Academic Achievement and Functional Performance (PLAAFP) in the Success Ed system. The information should be entered in both SE IEP Goals and SE Manager. If there are multiple special education teachers involved, the Special Education Case manager should gather information from all teachers and input the PLAAFPs. The critical part of the PLAAFP section is to ensure that the ARD committee has meaningful and current data to assist in writing appropriate IEP goals and objectives.
4. Use the information in the State Assessment area in Section 4 of the Special Education Handbook to decide upon a recommendation for all applicable state assessments required for the student's grade level. Even if the recommendation is that the student will not take the state assessment, a recommendation should be prepared along with relative data to support the recommendation.
5. Decide which academic and supplementary supports will be recommended to the ARD Committee. This recommendation should be prepared along with relative data to support the recommendation.

After the ARD

1. The Special Education Case Manager should ensure that each teacher who provides instruction to a student with disabilities receives a copy of the student's current IEP and that each teacher be informed of specific responsibilities related to implementing the IEP, such as goals and objectives, as well as needed accommodations, modifications, and supports for the child.
2. Obtain signed documentation from the general education teachers that they have received relevant sections of the student's IEP, such as goals and objectives, and of needed accommodations, and supports for the child for the list of special education students they instruct. A receipt for accommodations and/or modifications should be used to document the General Education Teacher's receipt of this information. Electronic copies of the

pertinent ARD documents may be send with a "read receipt". However, this may not take the place of a meeting with the general education teacher to review the paperwork to ensure accommodations/modifications are clear and the teacher understands how to implement them.

3. Assist general education teachers who are involved in the student's instruction to maintain documentation that they are modifying and/or accommodating educational programs of students as specified in the ARD. The documentation of accommodations and/or in-class support should be turned in to the Special Education Department Head at the end of each nine weeks and will be collected for MSB. The Case Manager should be checking to ensure the documentation for each student is turned in at the end of each nine weeks. (See Appendix for copy of Accommodation Log, In-Class Support/Co-Teach Log and the instructions for each form).

Update IEP Goals & Objectives

1. Ensure that the IEP Goals & Objectives and Progress Report are updated in Success Ed.
2. Send an updated copy of the IEP Goals & Objectives and Progress Report to the parent as indicated on the IEP Goals & Objectives page.
3. Provide the CCC/ARD Facilitator with a copy of updated goals and objectives for the current school year. These are to be uploaded into Success Ed.

FAQs related to Documenting progress towards IEPs

Who is responsible for collecting progress-monitoring data for students served in a general education setting?

Each student is assigned a case manager. The case manager is responsible for collecting all documents related to progress to include data logs/charts, accommodation logs, etc. at the end of each progressing reporting period (9 weeks).

If a student is in general education setting all day, what happens if there are multiple implementers on a goal? Who is responsible for documenting the progress on goals and objectives?

All implementers should collaborate to discuss the implementation of the IEP and how documentation will be collected. The special education case manager assigned to the student is ultimately responsible for gathering all data logs and updating progress on the IEP into Success ED at the end of each progressing reporting period (9 weeks).

If a student is in a special education setting, what happens if there are multiple implementers on a goal? Who is responsible for documenting the progress on goals and objectives?

All implementers should collaborate to discuss the implementation of the IEP and how documentation will be collected. The special education case manager assigned to the student is ultimately responsible for gathering all data logs and updating progress on the IEP into Success ED at the end of each progressing reporting period (9 weeks).

Who is responsible for gathering data/documentation logs from paraprofessionals that provide support to students in the general education setting?

The case manager is responsible for collecting all documents related to progress to include data logs/charts, accommodation logs, etc. from the paraprofessional at the end of each progressing reporting period (9 weeks). The case manager needs to collaborate with the general education teacher prior to updating IEP progress in Success Ed.

Who is responsible for gathering data/documentation logs from paraprofessionals that provide support to students in the special education setting (resource, specialized program)?

The case manager is responsible for collecting all documents related to progress to include data logs/charts, accommodation logs, etc. from the paraprofessional at the end of each progressing reporting period (9 weeks).

The case manager needs to collaborate with the any other special education teachers to gather all data prior to updating IEP progress in Success Ed.

Compensatory Services

Compensatory services are future services to be provided to a student to make up or compensate for the school district's failure to provide the student with appropriate services in the past. The length or amount of a student's compensatory services award is determined by either TEA or the ARD/IEP team and is based on the student's individual needs and circumstances. A compensatory services award must be reasonably calculated to bring the student to the position the student would have been in if the appropriate services had been provided in the first place.

If there is a situation in which the services agreed upon in the IEP have not been provided the District must consider providing compensatory services.

1. Gather all pertinent data and consult the service provider to determine what the services should have been and what has actually been provided. Service delivery models vary from consultation to direct service. Be certain that there has not been a misunderstanding or miscommunication about the services delivered.
2. Contact the appropriate Program Manager to discuss the situation prior to the staffing and ARD meeting.
3. A staffing should be held with all pertinent service providers to review the IEP and the progress the child has made. Below are some topics that should be discussed at the staffing:

   a. Review the student's progress and rate of learning
   b. If the child has made progress on the IEP despite the lack of services, the amount of service time should be reviewed to determine if it is an appropriate amount or perhaps if a lowered service time is appropriate. Based upon the data, develop a plan for service to be presented to the ARD committee for review.
   c. If the child has made limited progress, discuss which goals and objectives specifically are involved and the amount of service time that may be needed to aid in the student's progress. Based upon the data, develop a plan for service to be presented to the ARD committee for review.
   d. Consider the student's current educational services and how the compensatory services can be addressed as not to put the student in a position of "overload".
4. Contact the parent to schedule an ARD meeting and specifically discuss the purpose of the ARD is to consider the need for compensatory services. During the ARD meeting:
   a. Discuss the services that were not provided and present a plan to the committee based upon the review of the data.
   b. Listen to any concerns of the parent and/or student regarding the proposed plan.
5. Describe the plan in the Deliberations of the ARD meeting.
6. Prior to conducting an ARD meeting for compensatory services, please contact the appropriate Assistant Director of Special Education for guidance.
7. ***If compensatory services are determined, the following information must be sent to the Director of Special Education immediately following the ARD:***

   - ***Name of student***
   - ***Campus***
   - ***Compensatory decided during: ARD- Resolution-Mediation- Other***
   - ***Are the compensatory services being awarded due to a denial of special education services related to the TEA Corrective Action Plan? Yes or No, and if yes please explain.***
   - ***Description of Compensatory – Service- Frequency (# of session and length of session)***
   - ***Date of implementation***
   - ***Ending Date***
   - ***Program manager overseeing case***
   - ***Notes***

Section 5

INSPIRE • EQUIP • IMAGINE

The Fort Bend Independent School District, an Equal Opportunity Educational Provider and Employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age, military status, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions. Additionally, the District does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a com plaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities. Policies DAA, DIA

V – Instructional Service Delivery Models

Table of Contents

TABLE OF CONTENTS 5001

SPECIAL EDUCATION INSTRUCTIONAL SERVICE DELIVERY MODELS 5007

SPECIALIZED DISTRICT PROGRAM OR OUT-OF-DISTRICT PLACEMENT PROCEDURES (APPLICABLE TO ALL SPECIAL EDUCATION PROGRAMS) 5007

- CHANGE OF PLACEMENT PROCESS FOR EXISTING SPECIAL EDUCATION STUDENTS IN FORT BEND ISD 5007
- PROCESS PRIOR TO A CHANGE OF PLACEMENT TO A SPECIAL EDUCATION PROGRAM (BSS, ABC, FLASH, SAILS, CLASS, ETC.) OR OUT OF DISTRICT PLACEMENT 5007
- CONDUCT THE FIRST STAFFING WITH THE APPROPRIATE PROGRAM MANAGER 5009
- CONDUCT THE SECOND STAFFING 5010
- HOME CAMPUS ROLE IN SECOND STAFFING 5010
- THE ROLE OF THE RECEIVING CAMPUS/PROGRAM STAFF 5010
- TRANSFER STUDENTS 5011

ACADEMIC, BEHAVIOR, AND COMMUNICATION 5012

- PROGRAM FACTS 5012
- PROGRAM DESCRIPTION 5012
- PROGRAM GOAL 5012
- PROGRAM OBJECTIVES 5012
- PROGRAM SUPPORTS 5013
- ADDRESSING LRE 5013
- PROGRAM COMPONENTS / CRITICAL ELEMENTS 5014
- CLASSROOM LEARNING ENVIRONMENT 5014
- TEACHER / PARAPROFESSIONAL COMMUNICATION 5014
- INSTRUCTION 5014
- CURRICULUM 5015
- COMMUNICATION 5015
- INDIVIDUAL EDUCATION PLANS (IEPS) AND LESSON PLANS 5015
- DOCUMENTATION AND GRADING 5016
- ASSESSMENT 5016
- BEHAVIOR MANAGEMENT 5017
- STAFF DEVELOPMENT EXPECTATIONS 5017
- CAMPUS ADMINISTRATOR EXPECTATIONS 5018
- CRITICAL ELEMENTS OBSERVATION FORM 5018

ADULT TRANSITION SERVICES 5019

- PROGRAM FACTS 5019
- PROGRAM DESCRIPTION 5019
- PROGRAM GOAL 5020
- PROGRAM SUPPORTS 5020
- PROGRAM STRUCTURE 5020
- ADDRESSING PROGRAM LRE 5020
- REFERRAL PROCESS 5020
- PROCEDURES FOR CONSIDERING PLACEMENT 5020
- ATS CURRICULUM 5021
- INDIVIDUAL EDUCATION PLANS (IEPS) AND LESSON PLANS 5021
- BEHAVIOR/CLASSROOM MANAGEMENT 5021
- STAFF DEVELOPMENT EXPECTATIONS 5022
- CAMPUS ADMINISTRATOR EXPECTATIONS 5022

BEHAVIOR SUPPORT SERVICES 5023

- PROGRAM FACTS 5023

V – Instructional Service Delivery Models

PROGRAM DESCRIPTION 5023
PROGRAM GOAL 5023
PROGRAM OBJECTIVES 5024
PROGRAM SUPPORTS 5024
ADDRESSING LRE 5024
PROCEDURES FOR CONSIDERING PLACEMENT 5025
PROGRAM COMPONENTS / CRITICAL ELEMENTS 5025
CLASSROOM LEARNING ENVIRONMENT 5025
CLASSROOM MANAGEMENT 5025
ESTABLISHING REINFORCEMENT SYSTEMS 5026
SCHEDULES 5027
TEACHER / PARAPROFESSIONAL COMMUNICATION 5028
INSTRUCTION 5028
CURRICULUM 5028
INDIVIDUAL EDUCATION PLANS (IEPS)/LESSON PLANS 5029
DOCUMENTATION/GRADING 5029
ASSESSMENT 5030
BEHAVIOR MANAGEMENT 5030
STAFF DEVELOPMENT EXPECTATIONS 5031
DATA COLLECTION FORMS 5031
ANALYZING COLLECTED DATA 5032
QUARTERLY REVIEW MEETINGS 5032
CAMPUS ADMINISTRATOR EXPECTATIONS 5033
REINTEGRATION PLAN 5033
REINTEGRATION PLAN FORM 5034
CRITICAL ELEMENTS OBSERVATION FORM 5034

BRAZORIA-FORT BEND REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF 5035

PROGRAM FACTS 5035
PROGRAM DESCRIPTION 5035
PROGRAM GOAL 5036
PROGRAM SUPPORTS 5036
SELF-CONTAINED AND RESOURCE CLASSROOMS 5037
ITINERANT SERVICE (DIRECT AND INDIRECT) 5037
STUDENTS WITH AI AND ADDITIONAL DISABILITY(IES) 5037
PARENT INFANT SERVICES 5038
SPEECH AND LANGUAGE THERAPY 5038
COUNSELING AND GUIDANCE 5038
INTERPRETING SERVICES 5039
ASSESSMENT SERVICES 5039
AUDIOLOGICAL SERVICES 5039
PROFESSIONAL ASSISTANCE 5039
MONITOR SERVICES 5040
ADDRESSING PROGRAM LRE 5040
CONSIDERING PROGRAM PLACEMENTS 5040
CAMPUS ADMINISTRATOR EXPECTATIONS 5040
STAFF DEVELOPMENT EXPECTATIONS 5041

COMMUNICATION, LANGUAGE, AND SOCIAL SKILLS 5044

PROGRAM FACTS 5044
PROGRAM DESCRIPTION 5044
PROGRAM GOAL 5045
PROGRAM OBJECTIVES 5045
PROGRAM SUPPORT 5046
ADDRESSING LRE 5046

V – Instructional Service Delivery Models

PROCEDURES FOR CONSIDERING PLACEMENT 5046
PLANNING 5046
INSTRUCTION 5047
LEARNING ENVIRONMENT 5047
PROFESSIONAL PRACTICES AND RESPONSIBILITIES 5048
CAMPUS ADMINISTRATOR EXPECTATIONS 5049
CRITICAL ELEMENTS OBSERVATION FORM 5049

CO-TEACH 5050

PROGRAM FACTS 5050
PROGRAM DESCRIPTION 5050
PROGRAM GOAL 5050
PROGRAM SUPPORTS 5051
PROGRAM STRUCTURE 5051
ADDRESSING LRE 5051
CAMPUS ROLE 5051
GENERAL EDUCATION TEACHER / SPECIAL EDUCATION TEACHER COLLABORATION 5051
CLASSROOM MANAGEMENT 5051
INSTRUCTION 5051
IEP IMPLEMENTATION 5052
CURRICULUM 5052
DOCUMENTING STUDENT PROGRESS 5052
STAFF EXPECTATIONS 5052
CAMPUS ADMINISTRATOR EXPECTATIONS 5052
CO-TEACH CRITICAL ELEMENTS CHECKLIST 5052

EARLY ENROLLED SPEECH ONLY KIDS 5053

PROGRAM FACTS 5053
PROGRAM DESCRIPTION 5053
PROCEDURES FOR CONSIDERING PLACEMENT 5053
CAMPUS ROLE 5053
PROGRAM COMPONENTS / CRITICAL ELEMENTS 5054
INSTRUCTION 5054
FORT BEND ISD EE SPEECH ONLY ENROLLMENT PROCESS 5054
IEP IMPLEMENTATION 5054
CURRICULUM 5054
DOCUMENTING STUDENT PROGRESS 5054
STAFF DEVELOPMENT EXPECTATIONS 5054
CAMPUS ADMINISTRATOR EXPECTATIONS 5054

FUNCTIONAL LIVING AND SCHOOL HEALTH SERVICES 5055

PROGRAM DESCRIPTION 5055
PROGRAM GOAL 5055
PROGRAM OBJECTIVES 5056
PROGRAM SUPPORTS 5056
ADDRESSING PROGRAM LRE 5056
PROGRAM COMPONENTS / CRITICAL ELEMENTS 5056
CLASSROOM LEARNING ENVIRONMENT 5056
TEACHER / PARAPROFESSIONAL COMMUNICATION 5057
INSTRUCTION 5058
CURRICULUM 5058
INDIVIDUAL EDUCATION PROGRAM (IEPS)/LESSON PLANS 5059
DOCUMENTATION/ GRADING 5059
ASSESSMENT 5060
BEHAVIOR/CLASSROOM MANAGEMENT 5060

V – Instructional Service Delivery Models

Staff Development Expectations 5060
Campus Administrator Expectations 5061
Service Facts 5062
Service Description 5062
Pregnancy Related Services (PRS) and Compensatory Education Home Instruction (CEHI) 5062
CEHI during Postpartum Confinement 5062
Beginning and Ending of CEHI during Postpartum Confinement 5063
CEHI during Extended Confinement 5063
CEHI during Break-in-Service Confinement 5063
Additional Information on CEHI and Confinement 5063
PRS for students receiving special education services 5063
ARD Committee Meetings for Students Receiving PRS 5064
Service Delivery 5064
Addressing LRE 5065
Referrals for Homebound Instruction Services 5065

IN CLASS SUPPORT 5066

Program Facts 5066
Program Description 5066
Program Goal 5066
Program Supports 5066
Program Structure 5066
Addressing LRE 5067
Procedures for Considering Placement 5067
Campus Role 5067
General Education Teacher / Special Education Teacher / Paraprofessional Collaboration 5067
Classroom Management 5067
Instruction 5067
IEP Implementation 5067
Curriculum 5068
Documenting Student Progress 5068
Staff Expectations 5068

PREGNANCY RELATED SERVICES 5070

Program Facts 5070
Program Description 5070
Program Support 5071
Student Support Team Responsibilities 5071
Student Responsibilities 5072
PRS Procedures 5072
SST & Homebound Teacher Collaboration 5074
PRS Homebound Teacher Responsibilities 5074
PRS Homebound Teacher Procedures 5075
Notification of Homebound Services to School 5076
Pregnancy Related Services (PRS) & CEHI Record 5079

PLACEMENTS IN DISCIPLINARY SETTINGS 5080

District Alternative Education Programs – DAEP 5080
Procedures for Returning a Student Back to Home Campus from DAEP 5080
Juvenile Justice Alternative Education Program – JJAEP 5081

PLACEMENTS IN OUT-OF-DISTRICT/NON-PUBLIC DAY SCHOOL SETTINGS 5082

Program Facts 5082
Prior to Placement 5082
ARD Meeting 5084

V – Instructional Service Delivery Models

AFTER THE PLACEMENT **5085**

PLACEMENTS IN PRIVATE SCHOOL SETTINGS **5087**

PROGRAM FACTS **5087**
PROGRAM DESCRIPTION **5087**
2018-19 PRIVATE SCHOOL SERVICES PLAN **5088**
PROGRAM GOAL **5088**
PROGRAM SUPPORTS **5088**
PROGRAM STRUCTURE **5088**
PROGRAM COMPONENTS / CRITICAL ELEMENTS **5088**
IEP IMPLEMENTATION **5088**
DOCUMENTING STUDENT PROGRESS **5088**
CAMPUS ADMINISTRATOR EXPECTATIONS **5088**
ENROLLING PRIVATE/HOME SCHOOL STUDENTS **5089**
INDIVIDUAL SERVICE PLAN (ISP) MEETING **5089**
AFTER INDIVIDUAL SERVICE PLAN MEETING **5089**
CHILD FIND PROCEDURES FOR PRIVATE SCHOOLS **5089**
PROCEDURES FOR CONDUCTING ARDS FOR STUDENTS ATTENDING PRIVATE SCHOOLS WITHIN FORT BEND ISD **5089**

PRESCHOOL PROGRAMS FOR CHILDREN WITH DISABILITIES **5090**

PROGRAM FACTS **5090**
PROGRAM DESCRIPTION **5090**
PROGRAM GOAL **5090**
PROGRAM SUPPORTS **5090**
PROGRAM STRUCTURE **5091**
ADDRESSING LRE **5092**
PROCEDURES FOR CONSIDERING PRE-K PLACEMENT **5092**
PROGRAM COMPONENTS / CRITICAL ELEMENTS **5093**
CLASSROOM ENVIRONMENT AND ARRANGEMENT **5093**
PHYSICAL ARRANGEMENT **5093**
SCHEDULES **5093**
TEACHER / PARAPROFESSIONAL COMMUNICATION **5093**
CLASSROOM MANAGEMENT **5094**
IEP IMPLEMENTATION **5094**
CURRICULUM ASSESSMENT EXPECTATIONS **5094**
DOCUMENTING STUDENT PROGRESS **5094**
EARLY CHILDHOOD OUTCOMES **5095**
STAFF DEVELOPMENT EXPECTATIONS **5095**
CAMPUS ADMINISTRATOR EXPECTATIONS **5096**
CRITICAL ELEMENTS OBSERVATION FORM **5096**

RESOURCE **5097**

PROGRAM FACTS **5097**
PROGRAM DESCRIPTION **5097**
PROGRAM GOAL **5097**
PROGRAM SUPPORTS **5097**
PROGRAM STRUCTURE **5097**
ADDRESSING PROGRAM LRE **5098**
PROCEDURES FOR CONSIDERING PLACEMENT **5098**
PROGRAM COMPONENTS / CRITICAL ELEMENTS **5098**
SPECIAL EDUCATION TEACHER / PARAPROFESSIONAL COMMUNICATION **5099**
CLASSROOM MANAGEMENT **5099**
INSTRUCTION **5099**
lDocumenting Student Progress *5100*
STAFF EXPECTATIONS **5100**

V – Instructional Service Delivery Models

CAMPUS ADMINISTRATOR EXPECTATIONS 5100
CRITICAL ELEMENTS OBSERVATION FORM 5100

SPEECH ONLY 5101

PROGRAM FACTS 5101

SUCCEEDING IN ACADEMIC AND INDEPENDENT LIVING SKILLS 5102

PROGRAM FACTS 5102
PROGRAM DESCRIPTION 5102
PROGRAM GOAL 5103
PROGRAM OBJECTIVES 5103
PROGRAM SUPPORTS 5103
PROGRAM STRUCTURE 5103
ADDRESSING LRE 5103
PROCEDURES FOR CONSIDERING PLACEMENT 5104
PROGRAM COMPONENTS / CRITICAL ELEMENTS 5104
CLASSROOM LEARNING ENVIRONMENT 5104
PHYSICAL ARRANGEMENT 5104
SCHEDULES 5105
TEACHER / PARAPROFESSIONAL COMMUNICATION 5105
GENERAL DESCRIPTION OF PARAPROFESSIONAL DUTIES 5105
INSTRUCTION 5106
DOCUMENTATION/GRADING 5107
ASSESSMENT 5108
BEHAVIOR/CLASSROOM MANAGEMENT 5108
STAFF DEVELOPMENT EXPECTATIONS 5109
CAMPUS ADMINISTRATOR EXPECTATIONS 5109
CRITICAL ELEMENTS OBSERVATION FORM 5109

VOCATIONAL EXPERIENCE 5110

PROGRAM FACTS 5110
PROGRAM DESCRIPTION 5110
PROGRAM GOAL 5110
PROGRAM SUPPORTS 5110
PROGRAM STRUCTURE 5111
ADDRESSING PROGRAM LRE 5111
PROCEDURES FOR CONSIDERING PLACEMENT 5111
CLASSROOM LEARNING ENVIRONMENT 5111
TRANSITION TEACHER/JOB COACH COMMUNICATION 5111
INSTRUCTION 5111
INDIVIDUALIZED INSTRUCTION 5112
INDIVIDUAL EDUCATION PLANS (IEPS) AND LESSON PLANS 5112
BEHAVIOR/CLASSROOM MANAGEMENT 5112
STAFF DEVELOPMENT EXPECTATIONS 5112
CAMPUS ADMINISTRATOR EXPECTATIONS 5112

V – Instructional Service Delivery Models

Special Education Instructional Service Delivery Models

Fort Bend ISD, to the maximum extent possible, will ensure students with disabilities are educated with children who are nondisabled and special classes, separate schooling, or other removal of children with disabilities from the general education environment occurs only if the nature of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. The District provides a full continuum of special education services to meet the individual needs of all students. Although this is not an exhaustive list of services, this section includes information regarding the continuum of service delivery models. Please note, regardless of the staffing procedures, the placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 19 T.A.C. §§ 89.1075 and 89.63(c).

SPECIALIZED DISTRICT PROGRAM OR OUT-OF-DISTRICT PLACEMENT PROCEDURES (Applicable to All Special Education Programs)

Change of Placement Process for Existing Special Education Students in Fort Bend ISD

The following procedures must be followed before an ARD Meeting is held to consider placement in a District-Wide Program or Out-of-District placement. This procedure is designed to ensure that the student is participating in the Least Restrictive Environment and receiving the proper supports and services based on their current needs and supporting data.

Ultimately, placement decisions shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 19 T.A.C. §§ 89.1075 and 89.63(c).

Process Prior to a Change of Placement to a Special Education Program (BSS, ABC, FLASH, SAILS, CLASS, etc.) or Out of District Placement

Before considering a change of placement to a Special Education District Wide program/Out-of-District Placement, it is important that staff involved with the student's services are aware of and implementing all services noted in the student's ARD documents and data is being collected documenting the implementation of services.

If campus staff have concerns regarding student's progress, and are considering a Change of Placement, a staffing should be scheduled with the campus based staff involved with the student's services (classroom teacher, case manager, evaluation specialist, campus administrator and any other service personnel). Please note if the recommendation for a change of placement is due to the student's behavior, the LSSP assigned to the campus should be in the staffing if at all possible.

V – Instructional Service Delivery Models

The CCC/ARD Facilitator should also notify the Program Specialist of the student's current placement of the concerns and possible recommendation for a Change of Placement. **Please note the Program Specialist is not required to attend the staffing.

During the staffing the following is recommended:

- Review at least six weeks of progress monitoring data
- If the student's behavior is impacting the student's success in the current placement, a Functional Behavioral Assessment (FBA) should have been conducted within the past year and a Behavior Intervention Plan (BIP) developed that addresses behaviors of concern and corresponding interventions based on function. Data should support that the BIP has been properly implemented by the teacher and other staff members working with the student.
- Consider if additional supports and/or alternative strategies and intervention are warranted prior to Change of Placement. Below is specific information regarding specialized programming considerations.-

Consideration of ABC services/placement

- Consideration of individualized visual schedule that minimizes unstructured time.
- Documented use of a functional communication system and its effectiveness.
- Significant learning challenges not linked primarily to a cognitive deficit.
- Significant stereotypic, repetitive and challenging behaviors which result in difficulty focusing on and engaging in activities in a productive manner, disruption of activities, self-injury, and/or aggressive behavior toward others.
- Significant social skill deficits and the tendency to avoid interaction or to show little awareness of or interest in others which may include limited play interests/skills or limited functional use of objects.
- Significant communication skills deficits, such as limited communication form and function.

- Consideration of SAILS services/placement
  - Documentation indicating limited progress within general education with modified curriculum and supplementary aides and supports
  - Student requires a pre-requisite curriculum to access the TEKS
  - Need for explicit instruction and development of functional academic skills along with everyday life skills such as self-care, vocational, self-advocacy, etc.
- Consideration of BSS services/placement
  - Regular systematic behavioral and/or social skill instruction from a school staff member (I.e., special education teacher, counselor, LSSP).
  - Significant challenging behaviors which result in difficulty focusing on and engaging in activities in a productive manner, disruption of activities, self-injury, lack of self-regulation, and/or aggressive behavior toward others.
  - Significant social deficits in the areas of critical thinking, problem solving, relationship with peers and adults, decision making and self-management.
- Consideration of CLASS services/placement

  - Regular systematic social skill instruction from a school staff member (i.e., special education teacher, counselor, LSSP).
  - Significant learning challenges not linked primarily to a cognitive deficit.
  - Significant stereotypic, repetitive and/or challenging behaviors which result in difficulty focusing on and engaging in activities in a productive manner, disruption of activities, self-injury, and/or aggressive behavior toward others.
  - Significant social skill deficits and the tendency to avoid interaction or to show little awareness of or interest in others which may include limited play interests/skills or limited functional use of objects.
- Consideration of FlaSh services/placement
  - Student requires school health nursing services due to significant medical needs.
  - The student exhibits significant cognitive deficits, physical disabilities, and may be considered medically fragile.
  - Significant social skill deficits and the tendency to avoid interaction or to show, little awareness of/or interest in others which may include limited play interests/skills or limited functional use of objects.
  - Significant communication skills deficits, such as restricted communication means and functions.
  - Significant academic and functional difficulties. These are defined as significant and/or repeated difficulties that are severe in intensity and/or are frequent in nature that impede the learning and functional daily living skills of the student despite research-based intervention support. Some examples include: difficulty attaining prerequisite academic skills; difficulty attaining basic social skills; lack of basic self-help skills; lack of basic vocational skills, etc.

If there is a recommendation to consider a change of placement to a specialized districtwide program, the **Consideration of Change of Placement Form** (see Appendix) should be completed during the staffing.

After the staffing, the CCC/Evaluation Specialist/ARD Facilitator must send the completed Consideration of Change of Placement Form and required documentation to the Program Manager over the district wide program being considered to schedule a staffing. The form should be submitted at least 48 hours prior to the staffing date/time.

Conduct the First Staffing with the appropriate Program Manager

The student's attending campus is responsible for scheduling the first staffing. The staffing must include the campus administrator, the classroom teacher, case manager, and any other service providers and the Program Manager of the proposed Change of Placement.

The purpose of the staffing is to discuss the student's needs, current programming, review prior interventions and written documentation regarding the student's response to the interventions, and discuss any proposed changes to the student's educational services.

During the staffing, the Program Manager will assist the school in considering all LRE efforts and supports and if a Change of Placement is warranted, the Program Manager will contact the receiving program campus within 2 days to inform the campus of the recommendation from the staffing.

In addition, the home campus will contact the receiving program campus staff to inform the campus of the mutually agreed upon times for scheduling ARD, which is recommended to be held as soon as possible but no more than 5 school days after the second staffing.

Conduct the Second Staffing

The student's attending campus is responsible for scheduling the second staffing. The purpose of the second staffing is to ensure the new program campus staff have adequate information to support a successful transition if the ARD Committee agrees on a Change of Placement.
All members at the first staffing must be present as well as the appropriate staff from the campus which is being recommended as the Change of Placement.

Home Campus Role in Second Staffing

The role of the student's current educational staff (i.e., sending campus, or same campus with program change):

- Ensure that interventions have been attempted and data has been collected.
- Schedule all staffings and ARDs.
- Be prepared to discuss current interventions/accommodations in place and the student's response to them (present written documentation of student data).
- Listen to suggestions/interventions/concerns posed by the Program Managers and/or staff from the potential receiving campus.
- Complete all necessary paperwork for ARDs (i.e., FBA, BIP, IEPs, transportation, etc.).
- Allow for the proposed campus/program to observe the student prior to the ARD.

The Role of the Receiving Campus/Program Staff

The role of the Receiving Campus/Program Staff is to:

- Listen and consider the recommendations of the sending campus/educational staff as they explain the student's current academic and/or behavior concerns/lack of response to intervention/thoughts regarding continuing current placement.
- Review written documentation of student data.
- Collaborate with the sending school staff and Program Manager to propose any changes to IEPs, scheduling, and placement recommendations.
- Determine if they would like to observe the student prior to ARD.

- Send a representative (e.g., administrator, CBE, CCC, DH, ARD Facilitator, etc.) to attend the staffing and ARD.

Following the second staffing, the ARD Committee (including staff members from the student's current educational program and from the proposed program (ABC, FLaSH, SAILS/CLASS, BSS, etc.) meet at the student's current campus to consider the recommendations and the ARD committee makes all decisions necessary regarding change of program and placement. ** The ARD meeting is held at the campus the student is currently attending (not the campus/program that is being proposed).

Please note, regardless of the staffing procedures, the placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 19 T.A.C. §§ 89.1075 and 89.63(c).

Transfer Students

If a student transfers into Fort Bend ISD from another district and the student was in a specialized program in the sending district, contact the respective Program Manager to discuss information received from the previous district (ARD paperwork, phone calls, etc.). This information will be used to consider placement in a comparable Fort Bend ISD Special Education District Wide Program without a staffing. The Program Manager will contact the receiving campus as soon as possible to inform them of the possible transfer ARD meeting and further discuss whether a formal staffing is required. Once the student has transferred into the designated district program, the campus has 30 days to complete appropriate curriculum based assessments (BRIGANCE, ABLLS, etc.) to gather updated present levels of performance.

V – Instructional Service Delivery Models

ACADEMIC, BEHAVIOR, AND COMMUNICATION

Program Facts

Short Name / Acronym	ABC
Program Manager	Alexis Greer
Contact Information	281-634-1680
Program Specialist	Sarah Flockton Cheryl Little Taylor Shaw
Grade Level(s) Served	K – 8th
Elementary Locations	APE; BBE; CME; EGE; EAJ; JNE; JSE; MGE; PGE; RDE; SME; WBE
Middle School Locations	FSMS; JBMS; SMS; TMS

Program Description

Academic, Behavior and Communication (ABC) program provides intensive educational services for students who are kindergarten through 8th grade that require a highly structured environment. Students with ABC services typically demonstrate significant repetitive stereotypical or challenging behaviors, little to no functional communication skills, high need for visual/physical structure, and the need for "ready to learn" behavioral skills.

Program Goal

The goal of ABC is to provide special education students with adaptive, academic, behavioral, social, and communication skills necessary to be educated in an inclusive setting.

Overarching goals include increasing independence, functional communication, increasing social interaction skills, pro-social behaviors, and other skills students can further utilize as they transition into adulthood.

Program Objectives

A. To provide staff that has knowledge, training and experience of a continuum of best practices, research based teaching approaches and strategies to ensure that each student is provided an intervention program that best meets his/her needs and the needs of the family.
B. To establish a physical environment conducive to addressing the significant features typically associated with Autism and other developmental disabilities.
C. To implement established, research based methodologies specific to the learning styles of children with Autism Spectrum Disorders and other developmental disabilities.

D. To provide individualized behavioral supports and interventions based on the results of Functional Behavioral Assessments (FBA) in order to decrease problematic behaviors and to teach functionally equivalent pro-social replacement behaviors.
E. To provide a highly structured environment in order to decrease repetitive-stereotypic behaviors and increase pro-social behaviors.
F. To provide regular and on-going systematic measures and documentation of progress and educational outcomes.

Program Supports

The ABC program is supported by Special Education Teachers, General Education Teachers, Paraprofessionals, Campus Administrators, Program Managers, Program Specialists, Adapted Physical Education Teachers, Speech Language Pathologists (SLPs), Licensed Specialists in School Psychology (LSSPs), Board Certified Behavior Analysts (BCBAs), related services staff, and parents. There are five critical classroom elements that describe the expectations for ABC and these are typically referred to as the "Critical Elements" of ABC. (See Appendix for the Critical Elements for the ABC Program)

Addressing LRE

ABC provides a range of services from full day self-contained in the ABC setting to support in the general education setting by special education staff. The services focus on developing communication, social and behavioral skills that allow students to gain increasing independence.

In attempt to ensure students are educated based on their individual needs and in consideration of least restrictive environment (LRE), <u>the disability category of AU (Autism) does not automatically warrant placement within the ABC setting</u>.

It is important to consider whether the student's academic and behavioral needs can be met in a less restrictive setting. If the student demonstrates basic compliance, independence, communication, and appropriate social skills, it is unlikely that that student requires the support of the ABC setting.

Students whose IEP needs are exclusively social skills, will most likely benefit from social skills instruction with typically-developing peers. Research shows that social skills taught in the natural context where the student has maximal access to typically-developing peers is best practice. This can include instruction and practice in school locations, including but not limited to cafeteria, gym/physical education, hallways, general education classrooms and/or special education classroom with the assistance of a general education counselor, campus LSSP, SLP and/or special education staff member. A student who requires social skills instruction only, likely would not benefit from receiving instruction within the ABC setting.

V – Instructional Service Delivery Models

Program Components / Critical Elements

The ABC Program Components/Critical Elements are designed to guide the Special Education Teacher in understanding expectations for teaching in ABC.

Classroom Learning Environment

- Students are actively engaged in meaningful learning activities from beginning to end of each class period. Unstructured time is minimal to non-existent.
- Lunch, recess, PE, etc. are considered to be instructional times, whether in the school or community. Students are encouraged and taught how to interact with their typically-developing peers, and social skills are systematically taught during these times.
- Students are taught to make independent choices (e.g., what to eat, where to play, who to play with, and materials to use).
- Flexible Instructional Arrangements – Physical room arrangement and schedules provide opportunities for small group, one to one, and independent work. Whole group instruction is kept to short periods of time.
- Time is allotted in the daily schedule/rotations for independent work.
- Furniture is arranged to clearly define classroom areas and areas are modified for sensory issues (i.e. auditory and visual when necessary).
- A classroom schedule is posted reflecting the core content areas; individual student schedules reflect daily, flexible instructional arrangements and are developmentally but age appropriate; and students are taught to use schedules in order to promote student independence.

Teacher / Paraprofessional Communication

The ABC teacher must communicate regularly with all staff working in and supporting ABC .

1. Communication between teacher and paraprofessionals should be relevant to work/tasks and appropriate for the school environment.
2. Teacher and paraprofessionals are to have a clearly defined-schedule to include instructional assignments per period/rotations, lunch breaks, planning period, out classes, etc. Related service schedules are posted when appropriate.
3. Communication with all staff working in ABC should utilize information related to IEP goals and objectives, data collection for effective progress monitoring, BIPs, accommodations/modifications, AT and documentation of progress. Collaboration across services with general education teachers, special education teachers, speech pathologists, related service providers and parents should occur on a regular basis.

Instruction

ABC encompasses differentiated instruction and a student-centered approach to ensure that each student's IEP goals and objectives are addressed.

V – Instructional Service Delivery Models

Curriculum

The curriculum for ABC is the FBISD curriculum, unless otherwise specified in the student's IEP. ABC teachers are responsible for teaching all core subject areas. Collaboration between the general education/resource teacher and the ABC teacher should occur to ensure that the student gets access to the full range of the curriculum.

ABC teachers should make every effort to attend grade level planning meetings. General education lesson plans can be found in Schoology and teachers can scaffold the instruction as needed.

1. Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum (Program Guides; At a Glance).
2. Social Skills instruction is integrated throughout the day using a variety of interventions.
3. Materials and strategies are research-based and provide daily explicit and systematic instruction.

Independent work tasks are functional and meaningful and have been taught to the student prior to being placed in the independent work system. Individualized instruction may include:

1. Numerous tasks and activities are age-appropriate and functional, and based on the specific needs of each student.
2. Social, play and leisure skills are taught and reinforced in a way that is developmentally but age-appropriate for each student.
3. Individual work systems are developed and used for each student to teach independent work and are changed out frequently.

Communication

1. Each student has a way to communicate basic wants and needs. (e.g. picture exchange, sign, communication boards, etc.).
2. The teacher implements AT recommendations approved by the ARD committee.
3. AT tools are utilized through the day (e.g. communication systems, writing tools/software, visual supports)
4. Environment and activities are manipulated to provide communication opportunities (e.g. sabotage –require student to request).

Individual Education Plans (IEPs) and Lesson Plans

ABC teachers should utilize research-based strategies, materials, and interventions which address the learning needs of students with an Autism Spectrum Disorder or other developmental disabilities.

1. The teacher should demonstrate an extensive knowledge of each student's IEP and BIP.
2. Lesson plans and activities are aligned with grade-level topics and individualized IEPs.
3. The learning objectives in lessons show a clear link to the general education standards through pre-requisite skills in reading, math, writing, science and social studies.

4. A portfolio for each student is maintained that documents progress toward mastery of IEP objectives. Information in each portfolio includes:
    a. legal documents (i.e., ARD, FIE, BIP)
    b. assessment records (i.e., ABLLS, Brigance, ASSP)
    c. work samples
    d. related service logs
    e. data collection

Documentation and Grading

The teacher will regularly document student progress on IEP goals and objectives. The ABC teacher and/or paraprofessional are expected to gather academic and behavioral data. Students receiving ABC services are held to the same grading expectations unless otherwise specified in their ARD/IEP.

1. Data is collected and analyzed two times per week to monitor progress toward IEP and behavior objectives.
2. The data is reflected in numerical percentages or trials and is easily interpreted.
3. The teacher follows FBISD grading policies.
4. Teacher and parent use a communication report or journal regularly (at least weekly).

COSF

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes for children who are receiving special education services ages 3-5 years old (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The service provider is required to complete a Child Outcome Summary Form (COSF) form when the child begins receiving special education services and when the child exits early childhood special education services. These forms are submitted to the student's State Audit folder and to the Program Specialist, PPCD/FLASH. The COSF form is required for students in Kindergarten in ABC.

Training on the COSF process is offered during the year. The COSF is completed collaboratively with parents, SLP, and other service providers. Teachers are given deadlines and reminders for due dates throughout the school year so that all submissions are turned in on time. The COSF is located in Success Ed.

Assessment

Special Education Teachers who serve students in the specialized self-contained settings will utilize the ABLLs and/or Brigance in addition to teacher reports, parent reports, informal and formal checklists to assess current needs of the student to develop appropriate goals and objectives that meet the student's current functioning level. The assessment will need to be conducted prior to each annual ARD meeting. For the ABLLs or Brigance, the protocol must be included in the student's folder as the student changes schools or settings in order to track

progress across the student's educational career. Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.

1. There is a clear link between the assessment and the PLAAFP.
2. The teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.

Behavior Management

In addition to the classroom management system, ABC provides individualized behavior management systems utilized for each student. Teacher and paraprofessionals apply effective principles of Crisis Prevention Intervention (CPI) for students who demonstrate aggressive behaviors and may require verbal de-escalation and/or physical restraint.

1. Visuals regarding classroom rules and expectations are posted in the classroom where they are visible to the students. Rules are explicitly taught in a way that the students understand. All classroom staff members are responsible for teaching and enforcing the rules and procedures to the students.
2. Behavior management is consistent across classroom staff members.
3. An individualized behavior management system for each student is in place, based on the BIP, as determined by the student's ARD committee.
    a. Behavior is managed and modified through direct teaching of desired behavior.
    b. Positive reinforcement systems are in place and individualized to student needs. Consequences for behavior are clearly identified and developmentally appropriate.
    c. Research-based interventions are used/observed.
    d. The prompting sequence/hierarchy is used.
    e. Data is collected a minimum of two times per week and data is analyzed to determine if interventions are working.

Staff Development Expectations

The district provides trainings to address the needs of students receiving ABC services. A list of the trainings (in SharePoint) will be made available on an annual basis to staff members providing ABC services. All teachers and paraprofessionals must maintain current CPI certification. The district provides CPI training regularly and staff members can register in eLearning located under the Staff tab on the FBISD website. In addition to the published staff development trainings, Job Alike meetings will be hosted after school as a form of mini staff development.

Job Alike

ABC teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and ongoing staff development regarding best practices for working with students with Autism and other developmental disabilities as well as updated program, ESY and state assessment information.

V – Instructional Service Delivery Models

Campus Administrator Expectations

Campus administrators providing oversight and supervision of teachers in ABC should have access to and understand how to utilize the Critical Elements Checklist. Utilizing the Critical Elements Checklist will enable the administrator on campus to understand ABC expectations. Campus administrators should have open communication with the Program Manager and Program Specialist of Autism Support Services to ensure that common goals for students in ABC are met. In addition, the supervising administrator on campus must maintain their CPI certification by taking a CPI course each year.

The program manager and specialist are available to collaborate with the campus administrators on walk-throughs and completion of the critical elements form. Campus administrators should also expect to have a professional, working relationship with the ABC program manager and specialist to ensure that common goals for the students in ABC are met.

Critical Elements Observation Form

See Appendix for Critical Elements Checklist for ABC.

V – Instructional Service Delivery Models

ADULT TRANSITION SERVICES

Program Facts

Short Name / Acronym	ATS
Types	ATS-Project SEARCH, ATS-Community, ATS-Campus
Program Manager	Darin Quintero
Contact Information	281-634-2121
Grade Level(s) Served	18+ (met graduation requirements for HS Graduation)
Reporting of Grades	IEP Goals & Objectives Updates
Class Assignment	Special Education
Homeroom Assignment	ATS Teacher
Teacher of Record Assignment	ATS Teacher
IA / Setting Code	Based on last ARD Meeting held*
ADA Code (determined by amount of services the student receives)	Full Day (At least 4 hours each school day)→ ADA = 1 Half Day (At least 2 hours but fewer than 4 each school day)→ ADA = 2 For students who receive less than 2 hours each school day→ ADA=0
High School Location(s)	ALL HS campuses, Community Locations

*ARD Committee makes final decision

Program Description

Adult Transition Services (ATS) will allow students to begin experiencing adult life activities in the community while having the support of the school system. Locations can include work based learning sites, paid employment sites, post-secondary education options, community sites such as grocery stores, and adult agencies. Community sites for recreation/leisure are included in the transition programming options for ATS students. The specific locations where the instruction occurs and the supports needed are based on the individual needs of the adult student's IEP developed by the IEP committee. Age appropriate settings can include, but are not limited to business, community services, living arrangements, transportation and recreation/leisure locations.

ATS is a community-based program that uses the community to facilitate the transition to adult life. Adult students collaborate with their families and ATS staff to work on the IEP for each adult student which is designed to be implemented in a natural environment in the community that have been identified as post-secondary goals for the adult student. All current evaluation data is used to identify strengths, preferences, and student interest related to their post-secondary goals. The IEP is the guiding framework to implement instruction for work-based learning, post-secondary education, independent living, service learning, recreation/leisure activities, or other areas of need identified by the IEP committee.

V – Instructional Service Delivery Models

Program Goal

The ATS program goal is to serve young adults with disabilities as they transition from public school to adult life, which may include on or more of the following:

- To assist adult students in obtaining full or part-time employment;
- To assist adult students in participating in post-secondary education and/or training;
- To assist adult students and family in developing viable transportation opportunities as appropriate to ensure access to the community.
- To facilitate the learning and use of self-determination skills
- To refine skills necessary to living with family, in a group home or independently
- To assist adult students in developing skills related to accessing recreation and leisure activities in the community
- To connect adult students and their families with the process of accessing adult agencies for continued services
- To provide training, support and opportunities for adult students with disabilities to increase their level of independence.

Program Supports

The Adult Transition Services is supported by special education teachers, transition teachers, paraprofessionals, campus administrators, program managers/specialists, related services personnel (in-home and parent trainers, counseling, O&M, school health, transportation, AI, and VI), Licensed Specialists in School Psychology, and parents.

Program Structure

The students will work on their individualized education program based on their post-secondary goals. The goal is for the students to participate in appropriate postsecondary education activities to meet the post-secondary goals.

Addressing Program LRE

Fort Bend ISD must ensure that students with disabilities have available to them the variety of educational programs and services available to non-disabled students. For ATS students, the goal is to implement the IEP goals and objectives with age appropriate non-disables peers in the community to the maximum extent possible.

Referral Process

The decision for placement into ATS is an ARD committee decision. An ATS referral is a collaborative process between the campus, ATS Teacher, and Program Manager. The referral includes completing the ATS Screening Form (See Appendix). The ATS Teacher will notify ATS Program Manager of an ATS referral.

Procedures for Considering Placement

ATS is not appropriate for all adult students with disabilities who are 18 or older. To be considered for ATS, the student must:

- Typically between the ages 18-22 and must reside in FBISD
- Identified as receiving special education services
- Have completed their high school courses for graduation
- Have met state assessment guideline;
- Referred for consideration by the high school staff, parent or student request
- Require and/or seek support in skills necessary for adult life beyond the age of 18

ATS Curriculum

ATS provides a specialized curriculum for adult students with disabilities based on their individual IEP plans within the community. The ATS curriculum is built around these objectives:

- Employment skills
- Education Training
- Independent Living skills
- Community Education
- Developing appropriate leisure and recreation activities
- Planning, organizing and scheduling

The Unique Curriculum is also a resource used to support these objectives.

Individual Education Plans (IEPs) and Lesson Plans

- Teacher has extensive knowledge of each student's IEP and BIP
- Lesson plans and activities are aligned with postsecondary goals from each student's individualized IEPs
- Teacher maintains a portfolio for each team member which documents progress toward mastery of post-secondary goals. Information in the portfolio includes:
    - Legal documents (ARD, IEP, BIP, Autism Supplement, Personal Care Supplement, Parent Communication Log)
    - Assessment records (Unique, Brigance, Task Analysis on individual task, etc.)
    - Work samples
    - Related service log
- Data Collection
    - Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives
    - The data is reflected in numerical percentages or trials and is easily interpreted
- Assessment
    - Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs
    - There is a clear link between the assessment and the PLAAFP

Behavior/Classroom Management

- Classroom rules/CHAMPS expectations are clearly visible and explicitly written in a way that the students will understand
- An individualized behavior management system for each student is in place, based on the BIP

- Positive reinforcement systems are used (first/then, penny board, sticker charts, token economy, etc.)
- Effective interventions are used/observed
- Use of prompting sequence
- Data collection system is in place and data is analyzed to determine if interventions are working

Staff Development Expectations

The district provides trainings to address the needs of students receiving ATS. A list of the trainings will be made available on an annual basis to staff members providing ATS. All ATS teachers and paraprofessionals must maintain current CPI certification. The district provides CPI training regularly and staff members can register in Elearning. In addition to the published staff development trainings, Job Alike meetings will be hosted after school as a form of mini staff development.

Job Alike

ATS teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and staff development regarding best practices for working with students receiving 18+ services as well as updated program information.

Campus Administrator Expectations

Campus administrators should expect the critical elements of the ATS program to be in place in each ATS classroom (See Appendix). Campus administrators are encouraged to review the Critical Elements as needed to support ATS staff. In addition, the supervising administrator on campus is encouraged to maintain his/her CPI certification by taking a CPI course each year.

The ATS Manager is available to collaborate with the campus administrators on walk-throughs and completion of the critical elements form. Campus administrators should also expect to a professional, working relationship with the program manager/specialist to ensure that common goals for the students in ATS are met.

V – Instructional Service Delivery Models

BEHAVIOR SUPPORT SERVICES

Program Facts

Short Name / Acronym	BSS
Program Manager	Erick Powers- Elementary 281-634-3062 Dominion Southall – Secondary 281-634-1417281 Kelli-Nicole Smith – Out of District and initial Placements 281-634-1143
Program Specialist	Mildred Williams 281-634-2126
Grade Level(s) Served	K – 12th
Elementary Locations	AE, BRE, DE, LCE, LVE, MHE, MWE, PE, QVE, RGE, RPE, TWE
Middle School Locations	CMMS, DCMS, GMS, JBMS, LOMS, MCMS, QVMS, SLMS
High School Locations	AHS, BHS, CHS, DHS, EHS, HHS, KHS, MHS, RPHS, THS, WHS

Program Description

Behavior Support Services (BSS) is designed to serve students who receive special education services who have been identified as having severe problematic behaviors that impede their ability to be successful in their current setting. These behaviors can be, but are not limited to: severe physical and verbal aggression, elopement, self-injurious behaviors and extreme, disruptive noncompliance. The program is designed for students who are able to participate in group-interactive role play and conversational social skills lessons and can function in the general education and/or resource environment when their behavior is regulated and safe. Their behavior is driven by an emotional imbalance as opposed to a functional communication or cognitive need. The purpose of the services is to provide in-depth, intensive and individualized instruction in the area of academics, behavior, social and emotional development in an academic setting. Students may have a range of academic skills; however, their behavior affects their ability to experience success in a less restricted environment. As a result, these students require social and/or behavioral support from specially-trained staff members in order to facilitate the demonstration of appropriate behaviors in the school setting.

Program Goal

The goal of Behavior Support Services (BSS) is to provide students receiving special education services with behavioral and social skills necessary to facilitate a reintegration into the general education classroom setting, and to increase the students' behavioral and social abilities in order to be successful in their transition into adulthood.

V – Instructional Service Delivery Models

BSS is designed to serve students with chronic severe behavioral difficulties that interfere with their ability to access the curriculum in a less restricted environment. The program is structured to meet the various behavioral needs of each student and focuses on assisting students with behavioral, academic growth and social development. This is accomplished through a continuum of services in the school setting that range from direct and intensive instruction by BSS staff in a self-contained classroom, to support by BSS staff in a less restrictive setting.

Overarching goals include increasing the development of emotional and behavioral competencies; developing the skills necessary for regulating student behavior within appropriate expectations; improving academic performance; increasing critical thinking, problem solving, and self-management skills; and building and maintaining positive relationships with peers and adults.

Program Objectives

A. To provide a highly-structured environment that provides intensive behavioral support and services in a well-controlled classroom setting managed by behaviorally trained staff.
B. To implement and deliver established, research-based methodologies, strategies, and accommodations based on Individual Education Plans (IEPs) and Behavior Intervention Plans (BIPs).
C. To provide technical support and follow-up services to BSS staff necessary to ensure that strategies are implemented consistently with fidelity.
D. To provide individual behavioral supports and interventions based on the results of Functional Behavioral Assessments in order to decrease problematic behaviors and teach functionally equivalent pro-social replacement behaviors and coping techniques.
E. To reduce the frequency, intensity, and duration of challenging behaviors and manage co-occurring mental health issues of students.
F. To provide classes for opportunities for students that will facilitate the learning of the necessary skills and behaviors for successful transition into adult life.

Program Supports

The BSS program is supported by Special Education Teachers, General Education Teachers, Paraprofessionals, Campus Administrators, Program Managers, Program Specialists, Licensed Specialists in School Psychology (LSSPs), Board Certified Behavior Analysts (BCBCAs), related services staff, and parents. There are five critical classroom elements that describe the expectations for BSS and these are typically referred to as the "Critical Elements" of BSS. (See Appendix for the Critical Elements for the BSS Program).

Addressing LRE

Students assigned to the BSS program will be included in the general education setting to the maximum extent possible, as determined by the ARD committee. The program focuses on developing social and emotional/behavioral skills so the student can be more productive in the least restrictive environment. Accordingly, behavioral and academic supports are provided for each student based on individual strengths, deficits, and needs.

V – Instructional Service Delivery Models

In an attempt to ensure students are educated based on their individual needs and in consideration of least restrictive environment (LRE), the disability category of Emotional Disturbance (ED) does not automatically warrant placement within BSS. It is important to consider whether the student's academic and behavioral needs can be met in a less restrictive setting. If the student demonstrates compliance, self-regulation abilities, and appropriate social and behavioral skills, it is unlikely that the student requires the support of BSS.

Procedures for Considering Placement

Refer to "Specialized District Program or Out of District Placement Procedures" above in Section 5.

Program Components / Critical Elements

The BSS Components/Critical Elements are designed to guide the Special Education Teacher in understanding expectations for teaching in a BSS classroom.

Classroom Learning Environment

1. Students are actively engaged in meaningful learning activities from the beginning to the end of each class period. Unstructured time is minimal to non-existent.
2. Lunch, recess, PE, etc. are considered to be instructional times, whether in the school or community. Students are encouraged to and are systematically taught how to interact with peers and adults using appropriate behavior and social skills.
3. Students are taught to make independent choices (e.g., what to eat, where to play, who to play with, and materials to use).
4. Flexible Instructional Arrangements – Physical room arrangement and schedules provided opportunities for small group, one to one, and independent work. Whole group instruction is kept to short periods of time.
5. Furniture is arranged to clearly define classroom areas and areas are modified to include a calming area (to be used when necessary).
6. A classroom schedule is posted reflecting the core content areas; individual student schedules reflect daily flexible instructional arrangements and are developmentally appropriate; and students are taught to use schedules in order to promote student independence.

Classroom Management

1. Classroom rules and CHAMPs procedures are defined for each of the school-wide expectations and are posted in the classroom. The sign/poster should be large enough for students to see from a distance.
2. Classroom behavioral expectations are taught, reviewed, practiced and known by every student. This will require direct instruction initially to establish understanding of the expectations/rules and what they should look like in the classroom. Additionally, the expectations/rules should be referenced when specific rules are followed or violated, and should be tied to any reinforcement system that is being used

3. BSS staff establish positive relationships with all students in the class. Relationship-building is an important component of effective behavior management, increasing students' motivation in a variety of areas (e.g., academic performance, self-management, behavior). To do so, this requires all BSS staff to reach out to each and every student to get to know and learn more about him/her.
4. Positive greetings are provided at the door when the student arrives in order to establish a positive climate and pre-correct any concerns before they escalate.
5. Transitions within the classroom as well as between classrooms are taught and managed by staff.
6. Independent seatwork is limited to activities that require it (e.g., quizzes, worksheets)
7. Competent communication with all students is observed (reprimands/corrective statements are delivered in a non-threatening way).
8. Teaching, modeling and reinforcing desired pro-social classroom skills take place on a daily basis (e.g., following directions the first time, actively listening, waiting patiently, sharing with others).
9. Teacher mobility and proximity control is used (teacher does not stand in one spot, but keeps students alert by tracking the teacher and teacher uses proximity control as a method to redirect problem behavior).
10. A reinforcement system to increase desirable behavior is in place and implemented consistently. Students are taught and understand they system (e.g., how incentives are earned/lost, how often they are provided). Although self-regulation is the ultimate goal, some students will require extrinsic rewards. They system should be visually accessible to the students in the classroom, referred to routinely, and a copy of your reinforcement system should be sent to your program specialist at the beginning of the year.
11. Goal setting and performance feedback is routine and should be given at the end of each subject before transitioning to the next.
12. A daily schedule listing classroom activities for the day is posted and clearly visible by all students.
13. Staff maintains positive interactions with peers, avoiding emotional reactions when problem behaviors occur.
14. Students are provided numerous opportunities to respond to teacher questions and comments during instruction (e.g., choral responding, random asking of students), and are encouraged to interact with classmates regarding the content of activities (pair-share).

Establishing Reinforcement Systems

Reinforcement describes a relationship between learner behavior and a consequence that follows the behavior. This relationship is considered reinforcement if the consequence increases the behavior's occurrence in the future. The ultimate goal of reinforcement is to help students learn new skills and maintain their use over time in a variety of settings with many different individuals. When using reinforcement, it is essential for students to understand what behavior(s) is required to earn the reinforcer. The classroom expectations and rules that are posted in each BSS classroom are one way of clearly defining which behaviors will be reinforced. For some students, additional

behaviors that are more applicable to them must be identified for reinforcement.
Reinforcement takes two primary forms:

1. Positive Reinforcement: Something preferred/desired is provided following a behavior (i.e., access to computer, snack, cell phone privilege, token in token system). This is the most commonly used form of reinforcement when trying to teach and maintain new skills.
2. Negative Reinforcement: Something aversive/disliked is removed following a behavior (i.e., part/all of an assignment, requirement to attend or participate in a non-preferred activity, homework lessened). It is most commonly used for students who engage in non-compliant behaviors, because the value of escaping something is often more valuable to the student than the availability of positive reinforcement for compliance. Appropriate behavior (i.e., compliance) increases because demonstrating the behavior leads to the removal of the non-preferred activity/instruction. Negative reinforcement should be used in combination with escape extinction (not allowing the student to avoid/escape the instruction for inappropriate behavior) to further strengthen the appropriate behavior.

Use of Reinforcement Surveys
Reinforcement surveys, which can be found at the end of this section, should be utilized with each student in BSS to determine what will motivate the student to change his/her behavior, i.e., something tangible, something edible, or something attention based. Reinforcement surveys should be done along with the staff of the BSS classroom rather than having students left alone to complete them. The goal is to gain accurate information so that when a reinforcer is presented, the student has a desire to work towards obtaining it. Reinforcement surveys can be paired with positive and/negative reinforcement or with a classroom and/or individual token system/economies.
Reinforcement Surveys available in SharePoint:

- Forced Choice Reinforcement Menu
- Short Reinforcement Survey
- Detailed Reinforcement Survey

Schedules

Effective scheduling not only allows staff and students to predict the upcoming events of the day, but also provides BSS staff with a clear description of where and with whom they should be providing assistance at any given time. Requirements for scheduling include:

1. A classroom schedule which identifies time and activity/course blocks for the day should be posted in every BSS classroom. The schedule could include:
    a. Daily entry tasks (e.g., routines, warm-up activities)
    b. Current day's activities
    c. Schedule of homework completion days for the week
    d. Important reminders for the week

2. In addition, schedules for each individual student should be readily accessible to the teacher and student.
3. All student, teacher and para schedules should clearly define where everyone are located at all times, whether in the classroom or out of the classroom, and who (if anyone) should be monitoring them.

Teacher / Paraprofessional Communication

The BSS Teacher must communicate regularly with all staff working in and supporting the BSS program.

1. Communication between teacher and paraprofessionals should be relevant to work-tasks and appropriate for the school environment.
2. Teacher and paraprofessionals are to have a clearly-defined schedule to include instructional assignments per period/rotations, lunch breaks, planning period, outclasses, etc. Related service schedules are posted when appropriate.
3. Communication with all staff working in BSS should utilize information related to IEP goals and objectives, data collection for effective progress monitoring, BIPs, accommodations/modifications, AT and documentation of progress. Collaboration across settings with General Education Teachers, Special Education Teachers, Counselors, LSSPs, Speech Pathologists, Program Managers, and Program Specialists, Campus Administrators, and Parents should occur on a regular basis.

Instruction

BSS encompasses differentiated instruction and a student-centered approach to ensure that each student's IEP goals and objectives are addressed.

Curriculum

The curriculum for the Behavior Support Services is the FBISD curriculum, unless specified in the student's IEP. Elementary BSS teachers are responsible for teaching all subject areas with the exception of lunch, library, computer lab, music, art, and/or physical education. Secondary BSS teachers are responsible for teaching the subjects in their highly qualified areas. Collaboration between the general education/resource teacher and the BSS teacher should occur to ensure that access to the full range of the curriculum is available to the student. BSS teachers should make every effort to attend grade level planning meetings. General education lesson plans can be found on Schoology and/or PCG and teachers can scaffold the instruction as needed.

1. Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum (Program Guides; At a Glance).
2. Behavioral and Social Skills instruction are integrated throughout the day using a variety of interventions.
3. Materials and strategies are research-based and provide daily explicit and systematic instruction.

Individualized instruction may include:

V – Instructional Service Delivery Models

Direct Social Skills instruction is an integral part of the BSS classroom and should be taught daily, generalizing across settings. Social Skills are systematically taught and reinforced using a variety of interventions.

Students receiving instruction in the BSS classroom have an IEP that specifies the individual social skills. The BSS teacher should review all students' IEPS to determine the lesson plan and focus for behavior/social skills. IEPs need to be reviewed to determine the lesson plan and focus for social skills instructions. All BSS Teachers are required to utilize the FBISD district approved social skills curriculum unless otherwise specified by a student's ARD committee.

Communication

1. Each student has a way to communicate basic wants and needs (e.g., picture exchange, sign, communication boards, etc.).
2. The teacher implements AT recommendations approved by the ARD committee.
3. AT tools are utilized through the day (e.g., communication systems, writing tools/software, visual supports).
4. Environment and activities are manipulated to provide communication opportunities (e.g., sabotage - require student to request).

Individual Education Plans (IEPs)/Lesson Plans

BSS teachers should utilize research-based strategies, materials, and interventions which address the learning needs of students with chronic severe behavioral difficulties.

1. The teacher should demonstrate an extensive knowledge of each student's IEP and BIP.
2. Lesson plans and activities are aligned with grade-level topics and individualized IEPs.
3. A portfolio for each student is maintained that documents progress toward mastery of IEP objectives and reintegration. Information in each portfolio includes:
    a. Legal documents
    b. Assessment records
    c. Work samples
    d. Related service logs
    e. Behavior Intervention Plan
    f. IEP Goals and Objectives
    g. Behavioral data collection/tracking
    h. Reintegration Plan

Documentation/Grading

The BSS teacher and paraprofessionals will regularly document student progress on IEP goals and objectives. The BSS teacher and/or paraprofessional are expected to gather academic and behavioral data. Students receiving BSS services are held to the same grading expectations unless otherwise specified in their ARD/IEP.

1. Data is collected and analyzed two times per week to monitor progress toward IEP and behavior objectives. The data is submitted via XLogs. Additional information regarding XLogs can be found in Section 8 of the Administrative Procedures.

2. The data is reflected in numerical percentages or trials and is easily interpreted.
3. The teacher follows FBISD grading policies.
4. Teacher and parent use a communication report or journal regularly (at least weekly).
5. BSS teachers are required to update IEPs every nine weeks, including numerical data and comments to IEP Progress Reports.

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes for children who are receiving special education services ages 3-5 years old (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The service provider is required to complete a Child Outcome Summary Form (COSF) when the child begins receiving special education services and when the child exits early childhood special education services. These forms are submitted to the student's State Audit folder and to the Program Specialist of PPCD.

Training on the COSF process is offered during the year. The COSF is completed collaboratively with parents, SLP, and other service providers. Teacher are given deadlines and reminders for due dates throughout the year so that all submissions are turned in on time. The COSF is located in SuccessEd.

Assessment

Special education program staff will utilize teacher and parent reports, informal and formal checklists, and progress monitoring data to assess current needs of the student to develop appropriate goals and objectives that meet the student's current functioning level. The assessment will be conducted prior to each annual ARD meeting.

1. Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.
2. There is a clear link between the assessment and the PLAAFP.
3. The teacher sends proposed IEP goals and objectives home to encourage parent/guardian input before annual ARD meetings.

Behavior Management

In addition to the classroom management system, BSS provides individualized behavior management systems utilized for each student. Teacher and paraprofessionals apply effective principles of Crisis Prevention Intervention (CPI) for students who demonstrate aggressive behaviors and may require verbal de-escalation and/or physical restraint.

1. Visuals regarding classroom rules and expectations are posted in the classroom where they are visible to the students. Rules are explicitly taught in a way that the students understand. All classroom staff members are responsible for teaching and enforcing the rules and procedures to the students.
2. Behavior management is consistent across classroom staff members.
3. An individualized behavior management system for each student is in place, based on the BIP, as determined by the student's ARD committee.
    a. Behavior is managed and modified through direct teaching of desired behavior.

b. Positive reinforcement systems are in place and individualized to student needs. Consequences for behavior are clearly identified and developmentally appropriate.
c. Research-based interventions are used/observed.
d. The prompting sequence/hierarchy is used.
e. Data is collected a minimum of two times per week and data is analyzed to determine if interventions are working.

Staff Development Expectations

The district provides trainings to address the needs of students receiving BSS services. A list of the trainings will be made available (in SharePoint) on an annual basis to staff members providing BSS services. All teachers and paraprofessionals must maintain current CPI certification. The district provides CPI training regularly and staff members can register in eLearning located in the Staff section of the FBISD website. In addition to the published staff development training, Job Alike meetings will be hosted after school as a form of mini staff development.

Job Alike

BSS teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and staff development regarding best practices for working with students with chronic behavioral difficulties as well as updated program, ESY and state assessment information.

Data Collection Forms

SharePoint provides a selection of preapproved point sheets and data sheets for tracking student behaviors on a daily basis. Staff should utilize these behavior tracking sheets before utilizing a form that has not been approved by Special Education department (such as a teacher made form or one pulled from the internet).
Forms available in SharePoint:

- ABC Checklist A
- ABC Checklist B
- BSS ABC Narrative
- BSS Weekly Frequency & Duration Data Combo Collection Sheet
- Student Point Sheet

Daily Point Sheets (BSS Student Point Sheet)
Each student in the BSS program should utilize a daily point sheet that tracks the student's positive progress towards the three target behaviors of being respectful, responsible, and safe. If a student attends classes in the general education setting, the point sheet should follow the student to the classroom, and it should be updated by the teacher at the end of each subject. The purpose of the point sheet is to track the positive behaviors the student is exhibiting. When a teacher is updating the point sheet, he/she should focus on the positives and utilize the data collection forms to track the negative behaviors. At the end of each subject period, the BSS Teacher is responsible for going over

the students' point sheets with each individual student and having a reflective moment to provide positive feedback and to shape the students' behaviors for the next class period.

Data Collection Sheets (BSS Weekly Frequency & Duration Data Combo Collection Sheet)
Just as daily point sheets are required to track the positive behaviors the students are exhibiting, staff are required to collect data on the negative behaviors being exhibited by the students as well. The data sheets allow for up to three target behaviors to be tracked simultaneously, plus a new behavior. The data sheets should be utilized in both the BSS classroom as well as the general education setting.
Other Data Collection Forms (ABC Checklist A; ABC Checklist B; BSS ABC Narrative)
These forms provide additional types of data collection that can be used for more specific needs and can be utilized in the BSS classroom as well as in general education settings. Those forms include:

- **Antecedent-Behavior-Consequence (ABC)**: These forms are useful in determining the function(s) of a particular behavior. Effective interventions for problem behavior are selected based on the reason(s) why they are occurring, and these forms allow staff to analyze that. When an FBA is conducted, ABC data collection is often a primary component. Proactively collecting ABC data in anticipation of an FBA can be helpful to those involved in the assessment. On its own, ABC data allows BSS teachers to hypothesize the function of a behavior, and select function-based interventions for their students.

Analyzing Collected Data

In order to complete the Quarterly Staffing Form for each student, BSS teachers must compile the data they have collected to determine if specific criteria have been met. The behavior tracking forms allow for data to be calculated on a daily basis, but the additional step of compiling the data from each form can be tedious. To ease this process, an Excel template has been created. This file, titled *Frequency Data Analysis and Graph*, allows teachers to input daily frequency data for up to 3 target behaviors. The process is straightforward, and only requires the date and number of occurrences for each behavior to be inputted. As the data is entered, it is automatically plotted on a graph within the file for visual analysis. BSS teachers should create a separate Excel file for each student by opening the original file, the selecting "Save As." This allows the student's initials to be added to the file name. BSS staff should input each student's data into his/her Excel file on a weekly basis.

Quarterly Review Meetings

In addition to the Critical elements established in each program, Quarterly Review Meetings (QRM) are held to review students' IEP and progress in BSS. All data collected will be summarized and analyzed on a quarterly basis. QRM dates will be established at the beginning of the school year. The *Quarterly Review Meeting* form should be completed for each student. (See Appendix for Quarterly Review Meeting form).

Quarterly Review Meetings (QRM) are held to review the student's reintegrating plan, IEP, progress in the BSS Program. All data collected will be summarized and analyzed on a quarterly basis. QRMs will be scheduled with the campus staff at the start of the school year. A *Quarterly Review Meeting* form must be completed for each student.

The Quarterly Review Meeting will consist of the following members:

1. Principal/Assistant Principal
2. Special Education BSS Teacher
3. Campus Based Evaluation Staff Member/CCC/DH/ARD Facilitator
4. LSSP
5. Student (if appropriate)
6. Program Manager/Specialist, Behavior Support Services
7. Related Service providers, as necessary

Campus Administrator Expectations

Campus administrators providing oversight and supervision of teachers in BSS should have access to and understand how to utilize the Critical Elements Checklist. Utilizing the Critical Elements Checklist will enable the administrator on campus to understand BSS expectations. Campus administrators should have open communication with the Program Managers and Program Specialist of Behavior Support Services to ensure that common goals for students in BSS are met. In addition, the supervising administrator(s) on campus must maintain current CPI certification.

Reintegration Plan

The purpose of the reintegration plan is to identify the significant behaviors noted in the student's current Behavior IEP/BIP that are preventing the student from being successful in the current placement. The plan should include baseline data on each target behavior and a projected timeline for student return to a less restrictive environment. For example:

- Target Behavior #1: Physical aggression in the form of hitting and kicking that requires administrative intervention
- Baseline: 2 instances per day, on average
- Expectation : Less than 1 instance per two-week period, on average
- Estimated Timelines: A staffing will be held the week of September 15 to review behavioral data

The reintegration plan should be discussed in detail at the placement ARD, as well as future annual ARDs. Once the student begins receiving services via BSS, the BSS teachers and campus staff should review the reintegration plan at least monthly to determine if the stated expectation(s) has been met and if an ARD should be held to consider a change of placement/program to a less restrictive environment.

It is important to work in partnership with the general and special education teachers to prepare the student, teachers and classrooms for the reintegration process. The reintegration process is typically a gradual, multi-step process that takes place prior to the student placement in a LRE as previously determined by the ARD committee. Successful reintegration occurs when the LRE and the student are well-matched and prepared for the transition. Reintegration should be addressed on an individual, campus and/or district-wide basis. When reintegrating students, the following needs to be considered: classroom environment, academic programming, teacher-student interaction, peer attitudes, personal attitudes.

The following steps should take place prior to transition.

1. Collect and analyze student reintegration data
2. Hold a reintegration staffing (review student reintegration progress reports, data collected and reintegration considerations)
3. Conduct an environmental assessment
4. Prepare the student for reintegration
5. Create a plan for supporting and fading support in the LRE
6. Promote the transfer across settings

Training/support on the reintegration process will be provided by the Program Managers and Specialist of Behavior Support Services.

Reintegration Plan Form

See Appendix for the Reintegration Plan form.

Critical elements Observation Form

See Appendix for the Critical Elements Checklist for BSS.

BRAZORIA-FORT BEND REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF

Program Facts

Short Name / Acronym	RDSPD or Deaf Education/
Program Coordinator	Dena Thompson
Contact Information	281-634-1398
Program Specialist	Jennifer Prigge
Contact Information	281-634-1397
Member Districts	Alief, Angleton, Brazosport, Columbia-Brazoria, Damon, Danbury, Fort Bend (fiscal agent), Lamar Consolidated, Needville, Stafford Municipal, Sweeny
Grade Level(s) Served	ECI – age 21
Reporting of Grades	Report Card and IEP Goals & Objectives Updates in Success Ed
Class Assignment	General Education and/or Special Education or RDSPD
Homeroom Assignment	General Education or Special Education Teacher or RDSPD
Teacher of Record Assignment	Based on Class Assignment
IA / Setting Code	Based on last ARD Meeting held*
ADA Code *(determined by amount of services the student receives)*	Full Day (At least 4 hours each school day)→ ADA = 1 Half Day (At least 2 hours but fewer than 4 each school day)→ ADA = 2
Site Location(s) *In Fort Bend ISD*	Settlers Way Elementary, First Colony Middle School, Dulles High School

*ARD Committee makes final decision

Program Description

The Brazoria-Fort Bend Regional Day School Program for the Deaf (Brazoria-Fort Bend RDSPD) provides instructional services designed to meet the individual needs of students with an eligibility of Auditory Impairment (AI). A continuum of services is provided for AI students through a shared services agreement between eleven districts who are members of the Brazoria-Fort Bend RDSPD. A student who lives in a member district of the Brazoria-Fort Bend RDSPD and has a hearing impairment that severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance, shall be eligible for consideration for the RDSPD, subject to the recommendations of the student's admission, review, and dismissal (ARD) committee.

Due to the low incidence of hearing impairment, students may come from several districts to a FBISD central site school location for education services, or they be served by an itinerant teacher of the deaf/hard of hearing on their home campus. The eligibility of AI does not determine the student placement decisions. The ARD Committee determines placement based on the unique needs of the student and the least restrictive environment appropriate to the student.

V – Instructional Service Delivery Models

Program Goal

The goal of the RDSPD is to provide AI students with the necessary language and academic tools to help them access and make progress with their grade level curriculum . Recognizing that the disability inherent in a hearing loss is the access to communication resulting in the challenge of language acquisition, the RDSPD goal is to provide educational services with a language-centered focus in the student's mode of communication. Students are to be included in the general education environment as much as possible, with the realization that the least restrictive environment for a student whose mode of communication is sign language, may be a language rich environment where the student can directly communicate with teachers and peers using the same language mode.

Program Structure

In addition to the continuum of general education and special education services, AI students may need services from the Brazoria-Fort Bend RDSPD, or deaf education program. Services available through the RDSPD include:

1. **Early Childhood Intervention (ECI)**: (Ages 0-3 served through ECI agencies)
   ECI agency, school districts, or parents make the referral for AI services from the district **RDSPD Parent-Infant** program**.** The infant with a documented hearing loss and his/her family receive Parent Infant Training AI services which will be listed in the Individual Family Service Plan (IFSP). The student must be registered in their home district/campus before RDSPD ECI services may begin.
2. **RDSPD Site**: (RDSPD/Deaf Education Self-Contained and Resource or Inclusion)
   - Criteria for program placement: Student meets AI Eligibility for hearing loss with speech-language delays affecting academic performance which are a result of the hearing loss; need for daily instruction from a teacher of the deaf/hard of hearing in order to meet the unique communication and education needs.
     i. PPCD - Grade 5: Settler's Way Elementary (FBISD)
     ii. Grade 6-8: First Colony Middle School (FBISD)
     iii. Grade 9-12: Dulles High School (FBISD)
3. **RDSPD Itinerant**: A student receives direct instructional services from a RDSPD teacher of the deaf/hard of hearing. These students have AI services on their schedule page with goals and objectives for language related instruction from a teacher of the deaf/hard of hearing.
4. **Non-RDSPD**: An AI student who is ***not*** receiving direct services from RDSPD, or is only receiving monitor/consult services (indirect services from a teacher of the deaf/hard of hearing).

The decision for a student with the eligibility of AI to receive services at a RDSPD site location or at their home school district with RDSPD Itinerant or indirect RDSPD monitoring services is a placement decision that shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).

Program Supports

The RDSPD provides a variety of supports for students identified as AI. Those supports include:

V – Instructional Service Delivery Models

Self-Contained and Resource Classrooms

RDSPD site location classrooms are designed to educate students with Auditory Impairments who require daily, individualized academic instruction due to their significant language and communication deficits that are a result of hearing loss. Students receive intensive language-based instruction in their mode of communication from a certified teacher of the deaf. Students in a self-contained or resource classroom may vary in instructional level. Modified grade level TEKS are taught and intensive remediation of language deficits is provided. Classroom teachers collaborate with RDSPD and district service providers to meet their students' unique needs. Based on individual need, instructional and related services are provided for students. A full continuum of services and placements are offered, ranging from self-contained classrooms to in-class support for general education settings. In accordance with the student's communication mode and IEP, related service support of a certified sign language interpreter may also be provided for the AI student. The unique need of each student is considered and addressed by the ARD Committee.

Itinerant Service (Direct and Indirect)

Direct: Direct itinerant services are based on the unique needs of students and are provided by a RDSPD certified teacher of the deaf/hard of hearing within the student's home district. According to the student's Individualized Educational Plan (IEP), the RDSPD itinerant teacher provides direct student instruction each week with focus placed on the development of language, vocabulary, and/or listening and communication skills to support the student's academic success in the classroom. RDSPD services also include monitoring and instruction in the care and use of listening devices such as hearing aids, cochlear implants (CI) and Assistive Listening Devices (ALD). The RDSPD itinerant teacher of the deaf/hard of hearing works closely with classroom teachers and supports campus personnel in maximizing students' listening skills and use of residual hearing. RDSPD itinerant teachers develop and implement IEPs, as well as attend staffings and ARD meetings for the students assigned to their caseloads. The RDSPD itinerant teacher may also assist with gathering data for Communication Assessments, when requested.

Indirect/Monitor or Consult: Indirect monitoring or consultation services are also provided for students who do not have an educational need for direct instruction from a teacher of the deaf/hard of hearing, but continue to have the eligibility of AI. All students with the eligibility of AI are monitored by the RDSPD. A teacher of the deaf/hard of hearing is a required member of an AI student's ARD meeting. A RDSPD itinerant teacher is assigned to AI students that do not have an educational need for direct services from the RDSPD. The RDSPD itinerant teacher provides consultation and resource information to the campus staff who work with the AI student. Indirect services may also include monitoring and consultation in the care and use of listening devices such as hearing aids, CIs, and ALDs.

Students with AI and Additional Disability(ies)

Students with an eligibility of AI and additional disability(ies) who are enrolled in their home districts in special education classrooms may receive itinerant services. Itinerant services from a RDSPD teacher of the deaf/hard of hearing for these students mirror itinerant services as previously defined and are

based on the student's IEPs. In addition, RDSPD itinerant teachers assist teaching staff by providing information and support; helping set up preverbal and/or verbal communication systems; providing sign language resources; assisting with communication assessments; creating or adapting instructional materials; and troubleshooting problems with listening devices such as hearing aids, cochlear implants or ALDs.

Parent Infant Services

Infants and toddlers enrolled in Early Childhood Intervention (ECI) programs may receive the services of a RDSPD certified teacher of the deaf/hard of hearing when they have a documented hearing loss. The RDSPD teacher, also known as Parent-Infant Teacher, coordinates with ECI and with parents on developing goals for the student's Individual Family Service Plan (IFSP), completes required communication assessments and attends annual IFSP meetings. **Enrollment in the school district where the student resides is required before RDSPD weekly services begin through an ECI agency.**

Speech and Language Therapy

Speech and language therapy is provided to students who are instructed in the RDSPD self-contained and resource deaf education site classrooms. Therapy is conducted in small group pull outs and through collaborative lessons in the classrooms as determined appropriate by the student's ARD committee. Speech and language services also include evaluation, collaboration with classroom teachers to plan and implement activities, and consulting with private speech therapists, audiologists and cochlear implant teams to meet students' auditory, speech, and language needs.

Speech and language therapy for students with eligibility of AI who are enrolled in Fort Bend ISD (but not in a deaf education site classroom) and have an IEP for speech services, will receive speech therapy services from the Fort Bend ISD campus in which they attend.

Counseling and Guidance

The RDSPD counseling and guidance services are provided by a certified school counselor who is also a certified teacher of the deaf/hard of hearing. The RDSPD counselor is a member of the support staff for the Brazoria-Fort Bend RDSPD and provides counseling and guidance services for the deaf education site location program. The RDSPD Counselor responsibilities include crisis intervention and crisis management, short-term intervention with issues interfering with academic performance, assistance with problem-solving, consultation with parents and staff members, guidance lessons, transition planning and course selection, and assistance with referrals to community resources, and counseling as a related service.

The RDSPD Counselor also collaborates with site campus LSSP staff to complete Functional Behavior Assessments and write Behavior Plans, Behavior IEPs, and counseling IEPs as appropriate to student needs.

Interpreting Services

Sign language interpreting services are provided to RDSPD site students for mainstreamed classes, extra-curricular activities and special events, in accordance with the student's IEP and the RDSPD Shared Services Arrangement. Interpreters function as facilitators of communication between the AI student and his/her teachers and hearing peers. Interpreters may also interpret for students during evaluations and/or ARD meetings. Staff interpreters for the deaf may also provide in class support as documented in a student's IEP. Staff interpreters are also responsible for maintaining district required documentation.

Assessment Services

1. Initial FIE referrals for AI are completed by Fort Bend ISD evaluation staff with an RDSPD staff member in attendance for consultation and functional assessment. The RDSPD staff member will provide a summary of the provided audiological and otological information, along with a summary of functional assessment information which was completed by RDSPD staff. A summary of AI eligibility will also be provided when all assessment information has been completed and reviewed with the assessment team.
2. Re-evaluations for students with AI who do not receive instruction in the RDSPD site classrooms are completed by Fort Bend ISD evaluation staff with assistance from the RDSPD teacher who monitors or works with the student.
3. For students receiving instruction in RDSPD site classrooms (SWE, FCMS, DHS), FIE and re-evaluations are completed by the Brazoria-Fort Bend RDSPD Diagnostician and SLP. If a psychological consultation is needed, the campus LSSP consults with the staff working with the student. If a psychological evaluation is needed, a home district LSSP completes this portion of the evaluation in collaboration with the evaluation team. The RDSPD Coordinator, Specialist, or Diagnostician will coordinate home district LSSP involvement with the evaluation team.
4. RDSPD Diagnostician and support staff may consult or assist with initial evaluations when sign language skills or information specifically related to deafness/hearing impairment are needed.

Audiological Services

Audiological Services are provided by the RDSPD Audiologist for students receiving direct services from the RDSPD. The RDSPD Audiologist provides evaluation and assistance with the maintenance of listening devices such as hearing aids, cochlear implants and ALDs. On campus support for AI students that are directly served by the RDSPD includes troubleshooting problems with hearing aids, sound field systems, and ALDs; taking impressions for ear molds; communicating with families advising corrective action that may need to be taken by the family; and consultation with private audiologist or ENT doctors .

Professional Assistance

Professional assistance, or consultation, is provided to FBISD staff members who work with students who have an eligibility of AI. Services include attendance by RDSPD representatives at staff meetings and ARDs, as well as providing recommendations regarding educational services, listening devices, and proper accommodations. RDSPD staff respond to requests for assistance to aid in determining whether

or not a student meets Special Education eligibility as a student with an Auditory Impairment (AI), what services and/or modifications may be appropriate, and provide suggestions and information unique to the needs of students with hearing loss. Professional consultation is not a scheduled IEP service; however, it may appear in the deliberations of the Admission, Review and Dismissal (ARD) document.

Monitor Services

Students with the eligibility of AI who do not receive direct itinerant services will receive indirect, or monitor services . Examples include: AI students who require special education services on their home campus but no longer need direct service from a teacher of the deaf/hard of hearing; students with AI and additional disability(ies) who are enrolled in their home district in a special education classroom; AI students who are transitioning from a RDSPD site location and may require monitor or consult (indirect) services. Each AI student is assigned to a teacher of the deaf/hard of hearing who may be contacted to answer questions, give resource information, or provide consultation upon request.

Addressing Program LRE

Fort Bend ISD maintains responsibility for ensuring that a FAPE (Free Appropriate Public Education) is provided to students served by the RDSPD, regardless of whether the student attends a RDSPD site classroom or attends on their home campus. The placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).

Considering Program Placements

If a student exhibits needs that require a change in placement involving the RDSPD program (deaf education), the campus evaluation staff contacts the RDSPD office to facilitate a staffing with an RDSPD representative present.

If a student exhibits needs that require a change in placement out of the RDSPD site program, campus staff facilitate a staffing including the student's home campus staff or home district representative.

Program Components/Critical Elements

The RDSPD Components/Critical Elements are designed to guide the teacher of deaf/hard of hearing in understanding expectations for teaching in a RDSPD classroom. RDSPD Coordinator and/or specialist will complete a critical elements checklist and share with campus administrators during the school year.

See the Appendix for Critical Elements for RDSPD site classrooms.

Campus Administrator Expectations

Campus administrators work in collaboration with the RDSPD coordinator, specialist, support staff, and member district liaisons, to ensure that the needs of the RDSPD students are met. Open communication with the RDSPD Coordinator and RDSPD Specialist helps to ensure that common goals for RDSPD students are met. Site campus administrators provide daily oversight and

supervision of RDSPD site teachers and interpreters/paraprofessionals. Utilization of the RDSPD Critical Elements Checklist will enable the administrator on campus to understand RDSPD expectations.

Staff Development Expectations

RDSPD teachers and support staff are employees of Fort Bend ISD and receive staff development through FBISD and Brazosport ISD, according to their teaching location. Teachers are expected to attend district Job Alike meetings which may be offered for the area/grade in which they teach. They are also expected to attend RDPSD Power Hour meetings. These meetings will provide teachers with information and staff development regarding best practices for working with deaf/hard of hearing students, program updates, ESY, and district procedures and guidelines.

Support staff, including staff interpreters for the deaf and paraprofessionals, are expected to attend RDSPD specific professional development and district level training according to their job description.

Utilization of the RDSPD Critical Elements Checklist will enable RDSPD staff to be aware of RDSPD expectations. Information and forms specific to the RDSPD are included in the online RDSPD Manual.

RDSPD teachers and support staff, including interpreters and paraprofessionals, must maintain their CPI certification by taking a Crisis Prevention Intervention (CPI) course/refresher each year according to their classroom assignment and administration request.

Teacher / Interpreter and Paraprofessional Communication

The RDSPD site teacher is responsible for consistent collaboration with interpreter/paraprofessionals working with RDSPD site students; communication should be frequent and ongoing. Teachers should communicate and collaboration with interpreters/paraprofessionals about items such as classroom activities, preparing the classroom schedule, planning for specific student academic and behavior needs, implementing instructional and behavioral interventions, and data collection. The RDSPD teacher should regularly schedule classroom meetings with interpreter/paraprofessional staff to communicate relevant information and address any classroom concerns. Teachers should develop the interpreter/paraprofessional schedule at the start of the school year and update as student needs develop during the school year. Communication with parents should come from the teacher; interpreter/paraprofessionals should always refer parents to the classroom teacher.

Student Communication

Manually Coded English (MCE) is the sign language system used during instruction in the RDSPD total communication classroom. MCE transliterates spoken English into a manual form of English using English word order, verb tense markers, a variety of affixes, non-manual markers and directionality. This is considered Sign Language Transliteration for the *Interpreting Services (34 CFR § 300.34(c)(4))* information on the AI Communication Needs supplement in SUCCESS ED.

V – Instructional Service Delivery Models

A student's mode of communication will vary along a continuum from full sign language support needed to access communication, to some signs and some oral communication, to full oral/aural communication without visual supports. The student's mode of communication and communication needs should be documented yearly in the AI Communication Needs supplement and in the Communication Assessment included in the Full and Individual Evaluation.

Classroom Management

Classroom Management in the RDSPD is the responsibility of the teacher with support from the interpreter/paraprofessional. CHAMPs is the district-wide model for classroom management and should be implemented at the beginning of the school year and before each activity throughout the school day. Classroom expectations (e.g., rules, routines, procedures, and behavior expectations) should be modeled by RDSPD staff. Students who are in the RDSPD classroom should be taught the rules and procedures for the classroom, along with the consequences and rewards for behavior. The rules and procedures should be posted in the classroom visible for all students to see. In addition, the RDSPD Counselor will assist with additional program behavior management systems for consistency from grade to grade.

Instruction

The classroom teacher is the instructional leader for the class and should always lead the delivery of the instruction. Instruction from a teacher of the deaf/hard of hearing is specially designed, individualized, differentiated, and student-centered. Each student's IEP should be addressed and adequate educational progress should occur. Adjustments in teaching strategies may be necessary if limited progress is documented.

Curriculum

The Fort Bend ISD curriculum based on the Texas Essential Knowledge and Skills (TEKS) should be the framework of classroom curriculum. The student in the RDSPD site program should have access to the full range of grade-level curriculum with instructional accommodations and modifications as outlined by each student's Admission, Review and Dismissal committee. Researched based strategies, intervention programs and supplemental curriculum materials are also available to support the need for specially designed instruction in the RDSPD according to subject and grade level of the student.

Individual Education Program (IEPs)/Lesson Plans

RDSPD teachers are required to have extensive knowledge of each student's IEP. They must understand implementation of the IEP and complete lesson plans and activities that are aligned with grade-level topics and the individualized IEPs.

Documentation/ Grading

The RDSPD teacher will regularly document student progress on IEP goals and objectives in SUCCESS ED. The RDSPD teacher is expected to develop and maintain a portfolio for each student which includes work samples, benchmarks, classwork, homework, projects, writing samples, BIP, AI supplement, related service logs, etc.

V – Instructional Service Delivery Models

IEP data should be collected a minimum of twice weekly and be analyzed each 9-week grading period. ACTUAL percentages or trials, not approximations, will be noted on the IEP progress notes. In addition to numerical data, teachers may add comments to the progress reports.

Grade book information and each 9 week IEP progress report information should also be utilized to document progress/regression. RDSPD teachers must follow the same grading procedures and policies as general education. All students will receive a report card each grading period that is based on work completed in the classroom. Documentation must support the grade given.

For 3-5 year old students receiving special education services, TEA requires each district to report student progress through Early Childhood Outcomes (Indicator 7 on the State Performance Plan). Service providers are required to complete a Child Outcome Summary (COS) form when the student begins receiving special education services and when the child exits early childhood special education services. These forms are uploaded to SUCCESS ED. The COS form is also required for students in kindergarten. Training on this process is offered during the year. Teachers are given deadlines and reminders for due dates throughout the school year so that all submissions are turned in on time.

Classroom Assessment

All students in RDSPD site classes must be assessed at the beginning of the school year and before their annual ARD to determine their present levels of academic achievement and functional performance (PLAAFP). Assessment information, along with IEP progress and daily grades will be used to guide the teacher in ESY recommendations and in developing IEP goals and objectives for the annual ARD. RDSPD teachers will use district and program assessment tools to complete functional assessments. The assessment protocol must be included in the student's portfolio in order to track progress across the student's educational career as the student changes schools or programs.

V – Instructional Service Delivery Models

COMMUNICATION, LANGUAGE, AND SOCIAL SKILLS

Program Facts

Short Name / Acronym	CLASS
Program Manager	Alexis Greer
Contact Information	281-634-1680
Program Specialist	Sarah Flockton Cheryl Little Taylor Shaw
Grade Level(s) Served	K – 12th
Elementary Locations	ASE, DLE, HE, JNE, LLE
Middle School Locations	FCMS, SMS
High School Locations	CHS, DHS, THS

Program Description

CLASS provides social and/or behavioral services for students who are able to function academically in the general education or resource setting, but require social or behavioral support from a specially-trained staff member in order to facilitate the development of socially appropriate behaviors.

Students who participate in CLASS typically receive their core subject instruction in the general education or resource setting. Students will attend the CLASS classroom for direct social skills instruction with their peers. These services typically will consist of 30-60 minutes per day or every other day to target skills identified within the student's IEP.

Typically, students who participate in CLASS have social skills deficits and behavioral difficulties. Prior to proposing a more restrictive placement, the campus should attempt to provide the required social skills and behavioral supports for a minimum of 6 weeks. If the data indicate the social skills and behavioral supports are unsuccessful, the campus should contact the Program Manager, Autism Support Services, to schedule a staffing to review behavioral data.

At times, when students exhibit increased behavior levels, an ARD may need to be held to consider proposing a student to receive all instruction in the CLASS program for a temporary amount of time. The student would receive all instruction within the CLASS program, by the CLASS staff. The setting the student would typically participate in (i.e., resource, general ed) would provide the work to the CLASS staff to work on with the student so that the student continues to follow the scope and sequence of their typical setting. If a student requires this level of support, the ARD committee should establish a timeline to reconvene an ARD to consider a transition back into the general education or resource setting.

V – Instructional Service Delivery Models

Students receiving CLASS services will be included in the general education setting to the maximum extent possible as determined by the ARD committee. The level of CLASS services support provided to the student during times in an inclusive setting shall be determined by the ARD committee. If a student requires In-Class support/Co-Teach and/or Resource services as determined by the ARD committee, the support services are provided in addition to the CLASS support services.

CLASS is founded on the belief that students benefit behaviorally and socially from educational experiences within the mainstream setting, and academically from participation in the general education curriculum. The function of CLASS services is to target inappropriate behaviors, identify replacement behaviors, and provide the opportunity for practice of appropriate behaviors across school settings. CLASS implements an intensive monitoring schedule and direct supports to allow for students with social and behavioral difficulties to participate as fully as possible in the general education environment.

The schedule of services for students participating in CLASS should document the social skills instructional services, as well as expected amount of behavioral support required from CLASS (i.e., 30 minutes per day). If the student is requiring more than the ARD agreed-upon behavioral support minutes, the campus will hold a staffing to discuss the student's behavior and propose an increase in direct service time for the ARD committee.

Program Goal

The goal of CLASS is to provide students receiving special education services, with behavioral and social skills necessary to be educated in an inclusive setting, and to increase the student's social and emotional/behavioral abilities in order to be successful in their transition into adulthood.

Overarching goals include increasing independence, social interaction skills, pro-social behaviors, and other skills students can further utilize as they transition into adulthood.

Program Objectives

A. To provide staff that has knowledge, training and experience of a continuum of best practices, research based teaching approaches and strategies to ensure that each student is provided an intervention program that best meets his/her needs and the needs of the family.
B. To implement established, well-researched methodologies specific to the learning styles of children with autism spectrum disorders and other developmental disabilities
C. To provide individualized behavioral supports and interventions based on the results of Functional Behavioral Assessments (FBA) in order to decrease problematic behaviors and to teach functionally equivalent pro-social replacement behaviors
D. To provide classes for older students that will facilitate the learning of the necessary skills and behaviors for transition into adult life.
E. To provide regular and on-going systematic measures and documentation of progress and educational outcomes.

V – Instructional Service Delivery Models

Program Support

CLASS is supported by special education teachers, general education teachers, paraprofessionals, campus administrators, program managers/specialists, adapted physical education teachers, Speech Language Pathologists (SLPs), Licensed Specialists in School Psychology (LSSPs), Board Certified Behavior Analysists (BCBAs), related services staff, and parents. There are four classroom critical elements that describe the expectations for CLASS and these are typically referred to as the "Critical Elements" of CLASS. (See Appendix for Critical Elements for CLASS)

Addressing LRE

Students receiving CLASS services may receive services in the self-contained setting for some or all of the day depending on the decision of the ARD committee. The program focuses on developing social and emotional/behavioral skills so the student can be more productive in the general education setting. Accordingly, behavioral and social supports are provided for each student based on individual strengths, deficits, and needs.

In attempt to ensure students are educated based on their individual needs and in consideration of least restrictive environment (LRE), the disability category of AU (Autism) does not automatically warrant placement within CLASS. It is important to consider whether the student's academic and behavioral needs can be met in a less restrictive setting. If the student demonstrates compliance, independence, communication, and appropriate social skills, it is unlikely that that student requires the support of CLASS.

Students whose IEP needs are exclusively social skills, will most likely benefit from social skills instruction with typically developing peers. Research shows that social skills taught in the natural context where the student has maximal access to typically developing peers is best practice. This can include instruction and practice in school locations, including but not limited to cafeteria, gym/physical education, hallways, general education classrooms and/or special education classroom with the assistance of a general education counselor, campus LSSP, SLP and/or special education staff member. A student who requires social skills instruction only, likely would not benefit from receiving instruction within the CLASS setting.

Procedures for Considering Placement

Refer to "Specialized District Program or Out of District Placement Procedures" above in Section 5.

Planning

- Materials are prepared, organized and accessible for teachers and students throughout the day.
- Lesson plans and activities are aligned with grade level topics and individualized IEPs.
- Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives. Information in the portfolio includes:

- Legal Documents (ARD, IEP, BIP, AU Supplement, Personal Care Supplement, Parent Communication Log)
- Assessment records (SS Assessment)
- Work Samples
- Related Service Log

Data Collection

- Data are collected and analyzed two times per week to monitor progress toward IEP objectives. Data is collected and analyzed two times per week to monitor progress toward IEP and behavior objectives. The data is submitted via XLogs. Additional information regarding XLogs can be found in Section 8 of the Administrative Procedures.

- Adjustments are made in teaching strategies if data reflects limited progress
- Teacher and parent use a communication report or journal regularly (at least weekly)
- The teacher implements AT recommendations approved by the ARD committee.
- AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)

Instruction

CLASS encompasses differentiated instruction and a student-centered approach to ensure that each student's IEP goals and objectives are addressed.

- Teacher has extensive knowledge of each student's IEP and BIP.
- Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.
- There is a clear link between the assessment and the PLAAFP.
- Teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.
- Social skills instruction is integrated throughout the day using a variety of interventions including social narratives, role play, video modeling, live modeling, peer training, and use of the prompting procedures.
- Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction.

Learning Environment

- Students are actively engaged in learning
- Furniture arranged to clearly define classroom areas.
- Classroom areas are modified for sensory issues (i.e. auditory and visual) when necessary.
- Classroom routines and activities promote student independence.
- Classroom rules/CHAMPS expectations are clearly visible and explicitly taught in a way that the students will understand.

- Behavior management is consistent across classroom staff members.
- An individualized behavior management system for each student is in place, based on the BIP
- Behavior is managed and modified through direct teaching of desired behavior.
- Positive reinforcement systems are used (tangibles, primary and secondary reinforcement, first/then, penny board, sticker charts, token economy, etc.)
- Research based interventions are used/observed
- Prompting sequence is being utilized
- Teacher and para-educator schedules are posted. Classroom staff schedules include: instructional assignments per instructional period/rotation, lunch breaks, planning periods.
- Teacher and para-educators follow an established schedule for supervising students both inside and outside the classroom (e.g., lunch, PE, recess, outclass).
- Behavior management is consistent across classroom staff.
- Social, play and leisure skills are taught and reinforced in a way that is developmentally appropriate for each student

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes for children who are receiving special education services ages 3-5 years old (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The service provider is required to complete a Child Outcome Summary Form (COSF) form when the child begins receiving special education services and when the child exits early childhood special education services. These forms are submitted to the student's State Audit folder and to the Program Specialist, PPCD/FLASH. The COSF form is required for students in Kindergarten in CLASS.

Training on the COSF process is offered during the year. The COSF is completed collaboratively with parents, SLP, and other service providers. Teachers are given deadlines and reminders for due dates throughout the school year so that all submissions are turned in on time. The COSF is located in Success Ed.

Professional Practices and Responsibilities

- Communication between the teacher and para-educators is relevant to work and appropriate for school environment.
- Teacher communicates regularly with all staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented

Staff Development

The district provides trainings to address the needs of students receiving CLASS services. A list of the trainings will be made available (in SharePoint) on an annual basis to staff members providing CLASS services.

V – Instructional Service Delivery Models

All teachers and paraprofessionals must maintain current CPI certification. The district provides CPI training regularly and staff members can register in eLearning Located in the Staff section of the FBISD website.

In addition to the published staff development trainings, Job Alike meetings will be hosted after school as a form of mini staff development.

Job Alike - CLASS teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and ongoing staff development regarding best practices for working with students with autism and other development disabilities as well as updated program, ESY and state assessment information.

Quarterly Review Meetings

In addition to the Critical Elements established for each program, Quarterly Review Meetings (QRM) are held to review students' IEP and progress in CLASS. All data collected will be summarized and analyzed on a quarterly basis. QRM dates will be established and published at the beginning of the school year. The *Quarterly Review Meeting* form should be completed for each student. (See Appendix for Quarterly Review Meeting form)

The Quarterly Review Meeting will consist of the following members:

1. Principal/Assistant Principal
2. Special Education CLASS Teacher
3. Campus Based Evaluation Staff member/LSSP
4. Student (if appropriate)
5. Program Manager/Specialist, Autism Support Services

Campus Administrator Expectations

Campus administrators providing oversight and supervision of teachers in CLASS should have access to and understand how to utilize the Critical Elements Checklist. Utilizing the Critical Elements Checklist will enable the administrator on campus to understand CLASS expectations. Campus administrators should have open communication with the Program Manager and Program Specialist of Autism Support Services to ensure that common goals for students in CLASS are met. In addition, the supervising administrator on campus must maintain their CPI certification by taking a CPI course each year.

The program manager and specialist are available to collaborate with the campus administrators on walk-throughs and completion of the critical elements form. Campus administrators should also expect to have a professional, working relationship with the CLASS program manager and specialist to ensure that common goals for the students in CLASS are met.

Critical Elements Observation Form

See Appendix for Critical Elements Checklist for CLASS.

CO-TEACH

Program Facts

Short Name/Acronym	CT
Program Manager	Kimberly Davidson-Elementary
Contact Information	281-634-2128
Program Manager	Yuvonne Fields-Secondary
Contact Information	281-634-5049
Program Specialists, Elementary	Amy Carney, Dawn Clem, and ShaVonne Obisike Ironche Joyce Arthur, Jamie Peterson, Reba Brown , and Sherry Lott
Program Specialists, Secondary	K - 12th
Grade Level(s) Served	
Reporting of Grades	Report Card
IA / Setting Code	Based on the last ARD meeting held
ADA Code	Full Day (At least 4 hours each school day)→ ADA = 1
(determined by amount of services the student receives)	Half Day (At least 2 hours but fewer than 4 each school day)→ ADA = 2
School Location(s)	All Fort Bend ISD Campuses

**ARD Committee makes final decision*

Program Description

Co-Teach is a service delivery model that pairs two teachers (one general education and one special education) in a classroom with the purpose of providing instruction and intensive supports to students with disabilities in the Least Restrictive Environment. Both general education and special education teachers share the responsibility in the design, implementation and monitoring of instruction, along with the implementation of accommodations and modifications that appropriately address the student's academic needs and cognitive abilities.

The Co-Teach service delivery model is not available in all grade levels and content. It is up to the Campus Administrator to determine the schedule for each campus. If a student requires special education services in the general education setting and Co-teach is not available, In-Class support should be discussed as an alternative service delivery model.

Program Goal

The goal of Co-Teach is to provide students who receive special education services with the necessary academic tools and scaffolding to help them access and make progress in the Least Restrictive Environment.

V – Instructional Service Delivery Models

Program Supports

Co-Teach is supported by general education teachers, special education teachers, campus administrators, district-level special education program specialists and program managers.

Program Structure

Co-Teach includes:

> A certified general education teacher and a certified special education teacher who support special education students in the general education classroom (typically in one of the core subject areas; Math, Reading, Language Arts, Social Studies, and Science).

Addressing LRE

Students with disabilities should be educated with their non-disabled peers in the general education classroom to the maximum extent appropriate as determined by the Admission, Review, and Dismissal (ARD) Committee.

The Admission Review and Dismissal (ARD) Committee should always start with general education first when making recommendations for support in Math, English Language Arts, Science and Social Studies.

The placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).

Campus Role

A campus special education teacher will be assigned to each student that receives special education services. The campus case managers (special education teacher) should collaborate with Co-Teach partners to ensure that students are making progress in the general education classroom.

General Education Teacher / Special Education Teacher Collaboration

It is highly critical for Co-Teach partners to collaboratively be responsible for instruction, planning, behavior management, grading and conferencing, as well as the implementation of specially designed instruction adhering to each student's individualized education plan (IEP). The general education teacher and the special education teacher should have common planning time. Co-Teaching is every day, typically for the entire class period. Authentic Collaboration is an additional district training that is offered and recommended for all co-teach partnerships to attend together.

Classroom Management

Both Co-Teach partners are responsible for developing and implementing a classroom management system.

Instruction

Instruction in the general education classroom is reflective of collaborative teaching models, specially designed, individualized, differentiated, and student-centered to ensure student success.

V – Instructional Service Delivery Models

IEP Implementation

The general education teacher in collaboration with the special education teacher are both responsible for implementing the IEP.

Curriculum

The Fort Bend ISD curriculum should be utilized in the general education classroom. The Texas Essential Knowledge and Skills (TEKS), in which the scope and sequence is aligned to, should be followed. Students who receive Co-Teach services should receive the full range of their grade-level curriculum. Instructional accommodations and or modifications should be implemented as outlined by the ARD committee.

Documenting Student Progress

Special education teachers and general education teachers should regularly document student progress and/or regression on IEP goals and objectives and curriculum mastery. Progress on IEP goals is given to parents each 9 week grading period. Co-Teach partners should also collect work samples (formative assessments, class work, homework, projects, writing samples, etc.) from students to support instructional recommendations to the ARD committee. Accommodations and In-Class Support should be documented through XLogs.

Staff Expectations

1. Attend Job Alike meetings regularly (dates and times will be given by the Program Specialist assigned to the campus at the beginning of the school year).
2. Both partners attend campus grade-level content meetings together, as much as possible.
3. Both partners attend district-level curriculum trainings together, as much as possible.
4. Both partners attend district level trainings that help support students who receive special education services together, as much as possible. These trainings are offered throughout the entire school year and summer months. (Example: Professional Development Training.)
5. Co-Teach partners must work with their campus administrators to develop a schedule that allows for common planning.

Campus Administrator Expectations

1. Provide oversight and supervision of both co teach partners in the general education classroom.
2. Ensuring the Co-Teach partners have adequate planning time built into their schedule.
3. Have a working relationship with the Program Specialist and Program Manager assigned to their campus.
4. Understand, have access to, and utilize the *Co-Teach Critical Elements Checklist* (see Appendix).

Co-Teach Critical Elements Checklist

All teachers and administrators should view the *Co-Teach Critical Elements Checklist* (see Appendix).

EARLY ENROLLED SPEECH ONLY KIDS

Program Facts

Short Name / Acronym	EE Speech Only
Program Specialist	LeAnne Parker
Contact Information	281-634-2943
Grade Level(s) Served	EE (3 and 4 year-old students who are not enrolled in a FORT BEND ISD PK program)
Reporting of Grades	IEP Goals & Objectives Updates
Class Assignment	None
Homeroom Assignment	Home Campus Speech Language Pathologist (EE.93)
Teacher of Record Assignment	N/A
IA / Setting Code	00 (No Instructional Setting)
ADA Code *(determined by amount of services the student receives)*	ADA = 0
Elementary Location(s)	Each elementary campus services its zoned-school students in an effort to provide Special Education services at a location closest to the parent's home.

Program Description

EE Speech Only is a preschool program for speech (only) impairment. EE Speech Only is recommended as the Least Restrictive Environment (LRE) for speech impaired students, ages 3 & 4, who need direct speech therapy instruction by a Speech-Language Pathologist/Assistant. Students in the EE Speech Only program only attend school during the speech therapy time defined by the ARD committee.

Procedures for Considering Placement

When the Early Childhood In-Take team evaluates a child, the evaluator(s) follow steps 5-15 in Section 1, Referrals and Evaluations of the Special Education Handbook. After the evaluation is complete, the evaluation team emails the Program Manager of Evaluation and Related Services and the Lead Speech Pathologist the data supporting the recommendation for EE Speech Only. The Program Manager and Lead SLP review the data and work with the evaluation team to ensure that EE Speech Only is supported by the data.

Campus Role

The campus Speech-Language Pathologist/Assistant is responsible for scheduling and holding the ARD/IEP meeting. The campus Speech-Language Pathologist is responsible for case managing all SI only students. The school-based ARD committee members participate in the ARDs for EE Speech Only students.

V – Instructional Service Delivery Models

Program Components / Critical Elements

EE Speech Only services are provided by the campus SLP/SLP-A. Therapy sessions are scheduled during the regular school hours. EE Speech Only students are enrolled in Fort Bend ISD and only attend school during the speech therapy time.

Instruction

Direct speech therapy services are considered instructional services. A continuum of speech therapy models is provided based on the student's needs.

Fort Bend ISD EE Speech Only Enrollment Process

EE Speech Only students complete the Fort Bend ISD enrollment paperwork like all other students. Registration/enrollment must be completed prior to beginning services.

IEP Implementation

IEP services for speech therapy are provided according to the services determined in the ARD.

Curriculum

Evidence-based practices for speech-language therapy are used to address student goals/objectives.

Documenting Student Progress

Speech therapy data should be documented for each student on a regular basis. This documentation should clearly support when the student received the service, which goals/objectives were targeted, and how the student performed on the goals/objectives. Data is collected and analyzed two times per week to monitor progress toward IEP and behavior objectives. The data is submitted via XLogs. Additional information regarding XLogs can be found in Section 8 of the Administrative Procedures.

Staff Development Expectations

Speech-Language Pathologists/Assistants receive staff development annually. If specific training associated with a disorder is needed, this will be considered on an individual basis. In addition to staff development trainings, SLPs/SLP-As are expected to attend the District Special Education Cluster meetings and Special Education Evaluation Meetings as per the district calendar.

Campus Administrator Expectations

Campus administrators provide oversight of Speech-language Pathologists/Assistants in collaboration with the Program Manager of Evaluation and Related Services and Lead Speech Pathologist.

V – Instructional Service Delivery Models

FUNCTIONAL LIVING AND SCHOOL HEALTH SERVICES

Program Facts

Short Name / Acronym	FLaSH
Program Managers	Caroline Faison-Elementary Amanda Andersen-Secondary
Program Specialists	Breana Fausett-Elementary Julie Holmes -Elementary Rebecca Kaminski-Secondary Debbie Jebbia-Secondary
Contact Information	281-634-1144
Grade Level(s) Served	K – 12th+
Reporting of Grades	Report Card + IEP Goals & Objectives Updates in Success Ed
Class Assignment	General Education or Special Education
Homeroom Assignment	General Education or Special Education Teacher
Teacher of Record Assignment	Based on Class Assignment
IA / Setting Code	Based on last ARD Meeting held*
ADA Code (determined by amount of services the student receives)	Full Day (At least 4 hours each school day)→ ADA = 1 Half Day (At least 2 hours but fewer than 4 each school day)→ ADA = 2
K-5 Elementary Locations	JPE, RDE, CBE, DLE
6-8 Middle School Locations	GMS, DMS, BMS
9-12+ High School Locations	AHS, EHS, THS, WHS

Program Description

The Functional Living and School Health services (FLaSH) classroom generally serves students with significant physical and/or cognitive disabilities. The students may not be independently mobile and often times require full assistance to care for their daily needs. The focus of instruction is visual and auditory stimulation, motor skills development, assistive technology, interaction with others and, if possible, communication skills. Often times these students are medically fragile and they may require custodial care. It should be noted that diagnosis/disability does not drive the programming decision, and the ARD/IEP Committee ultimately determines placement.

Program Goal

The goal of the FLaSH program is to lead students to maximize their potential through relevant academic instruction, building positive relationships, assistive technology and setting a high level of expectations for post-school outcomes.

V – Instructional Service Delivery Models

Program Objectives

It is Fort Bend ISD's belief that all students can reach their full potential. The FLaSH teachers will align instruction with TEKS and use evidence-based curriculum to provide a supportive climate and safe learning environment.

Program Supports

The FLaSH program is supported by special education teachers, general education teachers, paraprofessionals, school health providers, related & instructional services providers (Speech, OT, PT, O&M, in-home and parent trainers, assistive technology specialists, school health, transportation, Adapted PE, AI, and VI), campus administrators, district-level program managers and specialists, Licensed Specialists in School Psychology, Board Certified Behavior Analysts, and parents.

Addressing Program LRE

Students receiving support in FLaSH will be included in the general education setting to the maximum extent appropriate as determined by the ARD/IEP committee. ARD/IEP committees should consider the full continuum of placements, including, but not limited to having the students participate in inclusive settings such as: lunch, library, computer lab, music, and/or physical education in order to practice and generalize social skills with typically developing peers. The level of support provided to the student during times in an inclusive setting shall be determined by the ARD/IEP committee and may range from independent participation to full-time support. Participation in the general education setting should change via an ARD/IEP committee decision as deemed appropriate for each individual student and will depend on the student's ability to reach mastery criteria on specific IEP objectives.

Program Components / Critical Elements

The FLaSH Program Components/Critical Elements are designed to guide the special education teacher and campus administration in understanding expectations for teaching in a FLaSH classroom.

Classroom Learning Environment

Classroom Arrangement

The FLaSH classroom arrangement encompasses the way in which the teacher physically structures the classroom, sets up student schedules, sets expectations, and monitors the safety of the classroom environment.

Physical Arrangement

The physical arrangement of the room can either promote or hinder the teacher's instructional efforts and the quality of learning that takes place. Minimize distractions and maximize access (student access to instructor, materials, demonstrations, as well as teacher access to each student). When designing the classroom, consider the age of the students, the number of students, the activities to be conducted, and the placement of electrical outlets, windows, and doors.

- Classroom should be organized in a way that gives primary consideration to physical safety, and medical needs of all students.

- Classroom space should be designed so that students can be out of their chairs/beds at specified times throughout the day according to their individual needs.
- Situate recreational and computer areas away from instructional areas.
- Place materials to be accessed by students in areas away from where other students are working.
- Place materials needed for the teaching lesson near areas where you conduct instruction.
- Arrange classroom furniture to clearly define classroom areas. These areas should include: large group instruction, small group instruction, individual workspaces, and leisure area (reinforcement time).
- Keep high traffic areas free of congestion by separating them by wide spaces.
- Stand in different parts of the room to be sure that you can see all of your students.
- Classroom schedules should be posted where all students and staff can access them.
- Classroom rules/expectations should be clearly visible and explicitly written in the classroom.
- The classroom should be clean and organized.

Schedules

A class schedule which identifies times and activity/course blocks for the day should be posted in every FLaSH classroom. In addition, schedules for each individual student should be readily accessible to the teacher (i.e., kept in a binder, posted, etc.). Finally, student schedules should clearly define where all students are located at all times, whether in the classroom or out of the classroom.

Teacher / Paraprofessional Communication

Expectations:

1. Communication between teacher and paraprofessionals should be appropriate and work related.
2. Teacher and paraprofessionals have and use an established schedule for supervising students both inside and outside of the classroom.
3. Schedules are posted for teachers and paraprofessionals and include a 45 min planning period for teachers, 30 min lunch break, and shows that all students are under adult supervision at all times.

The FLaSH teacher is responsible for collaboration with paraprofessionals and other staff members working with FLaSH students in the classroom and alternative settings (i.e. general education). The FLaSH teacher must communicate regularly to ensure that all staff working with students in the program have access and understanding of:

- Pertinent information that is included in student's educational plans including IEP goals and objectives, Behavior Intervention Plan (BIPs), supplements, and accommodations/modifications.
- How to provide instructional and behavioral assistance to students with disabilities.
- How to monitor, implement, and report progress on a Behavior Intervention Plan (BIP)
- How to provide basic practices of positive behavior support

- How to collect data and monitor progress.
- How to utilize/implement all Assistive Technology in the classroom and listed in the students ARD paperwork.
- How to apply effective principles of Non-Violent Crisis Intervention (CPI) for students who demonstrate aggressive behavior and who may require verbal de-escalation and/or physical restraint.
- How to use an established schedule for supervising students both inside and outside of the classroom.

The FLaSH teacher must also collaborate regularly with general education teachers to ensure that the student is making educational progress on his/her Individual Education Plan (IEP) and that he/she is engaging in appropriate behavior while in the general education setting.

General Description of Paraprofessional Duties

Under direct supervision, the purpose of the position is to provide assistance in the education, care, and development of students with significant disabilities. Employees in this classification perform instructional, clerical, and behavioral management duties, as well as provide assistance to students with personal care needs. Work is performed under the direction of a certified teacher, job specialist, or administrator.

Some FLaSH classrooms have a Supplemental School Nurse that is designated to support the students. The FLaSH Nurse should be housed within the FLaSH classroom. The primary role of the FLaSH Nurse is to implement the school health services for students receiving FLaSH services.

Instruction

Instruction in the FLaSH classroom should be differentiated and student-centered to ensure that each student's IEP is adequately addressed, and to ensure that each student is making educational progress. Academic instruction and IEP goals and objectives in the FLaSH setting are aligned to state standards through prerequisite and functional skills. Communication, social skills, and independent living skills are also addressed. The FLaSH classroom is designed specifically to teach the student skills to utilize assistive technology so that he/she can function as independently as possible.

Curriculum

Academic

The curriculum for the FLaSH program will be individualized based on student need. Fort Bend ISD provides a variety of research and standards based curriculum materials for teachers to use.

Unique Learning System

Unique Learning System is an online, dynamic, standards-based curriculum specifically designed for students with special needs. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. Materials are created using Symbol Stix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.

V – Instructional Service Delivery Models

Unique GPS is a data collection center designed to identify individual student goals, preferences, and skills within educational learning tasks. All areas of assessment within the GPS have been created to accommodate students with complex learning needs. Assessment results are stored on the n2y secure website to allow for growth measures to be monitored over the years.

Individual Education Program (IEPs)/Lesson Plans

FLaSH teachers are required to have extensive knowledge of each student's IEP. They must also understand implementation of the IEP, and utilize trained professionals available to them in order to gain assistance when needed.

Documentation/ Grading

- The teacher will regularly document student progress on IEP goals and objectives. The FLaSH teacher is expected to develop and maintain a portfolio for each student which includes data, work samples, products, IEP goals and objectives, BIP, AU supplement (if applicable), etc. which supports student progress on his or her IEP.
- Documentation of services must be submitted via XLogs. Additional information regarding XLogs can be found in Section 8 of the Administrative Procedures.
- Data will be analyzed each 9-week grading period and results will be reflected on the IEP Progress Reports in Success Ed. ACTUAL percentages or trials, not approximations, will be noted on the updates with data to support the percentages. In addition to numerical data, teachers will add comments to the progress reports. For example, Mary is maintaining mastery of her current list of 53 sight words with 92% accuracy. She has added 10 new words this 9 weeks and identifies them with 87% accuracy when presented using flashcards.
- Adjustments in teaching strategies may be necessary if limited progress is documented.
- In addition to updating IEPs every nine weeks, FLaSH teachers must follow the same grading procedures and policies as general education. All students will receive a report card each grading period that is based on work completed in the classroom. Documentation must support the grade given.

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes Summary for children who are receiving special education services ages 3-5 years old (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The service provider is required to complete a COSF form when the child begins receiving special education services and when the child exits early childhood special education services. These forms are uploaded to Success Ed. The COSF form is also required for students in kindergarten.

Training on this process is offered during the year. Teachers are given deadlines and reminders for due dates throughout the school year so that all submissions are turned in on time.

V – Instructional Service Delivery Models

Assessment

All students in FLaSH classes must be assessed before their annual ARD to determine their present levels of academic achievement and functional performance (PLAAFP). The information, along with IEP progress, will be used to guide the teacher in developing IEP goals and objectives for the annual ARD. FLaSH teachers will use the Brigance and/or Unique GPS as their primary assessment tool and can use additional assessment tools to supplement the information, when needed. The assessment protocol must be included in the portfolio as the student changes schools or programs in order to track progress across the student's educational career.

Behavior/Classroom Management

Classroom management is based on the Fort Bend ISD special education behavior model, which teaches pro-social skills necessary for success in the least restrictive environment, aligned with the Texas Behavior Support Initiative which emphasize:

- systemic and individualized strategies based on an extensive body of research-based practices
- prevention-based approach for all students
- teaching academic, social and behavioral expectations
- culturally appropriate practices
- a positive approach to shaping behavior
- an orderly, structured classroom environment

Visuals regarding classroom rules and expectations are posted in the classroom where they are visible to the students. Rules are explicitly taught in a way that the students understand. All classroom staff members are responsible for teaching the rules and procedures to the students. Behavior management is consistent across classroom staff members.

An individualized behavior management system for each student is in place, based on the BIP, as determined by the student's ARD committee.

a) Behavior is managed and modified through direct teaching of desired behavior.
b) Positive reinforcement systems are in place and individualized to student needs. Consequences for behavior are clearly identified, and developmentally appropriate.
c) Research based interventions are used/observed.
d) The prompting sequence/hierarchy is used.
e) Data is collected a minimum of two times per week and data is analyzed to determine if interventions are working.

Staff Development Expectations

Teachers providing FLaSH services are expected to stay current in research-based interventions for all students with cognitive and other developmental disabilities. The district provides trainings to address these interventions.

1. FLaSH teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and staff development regarding best practices for working with students with cognitive and other developmental disabilities as well as program updates, ESY, state assessment information, and district procedures and guidelines.
2. FLaSH teachers will be required to demonstrate knowledge and skills related to the identified Critical Elements for FLaSH classrooms. Trainings will be provided to address the critical elements.
3. FLaSH teachers are expected to utilize the research-based materials and assessment tools that are available in the classroom. Trainings related to the use of these materials will be provided.

Crisis Prevention Intervention (CPI) – All FLaSH teachers and paraprofessionals must maintain their CPI certification by taking a CPI course/refresher each year.

Campus Administrator Expectations

Campus administrators should expect the critical elements of the FLaSH program to be in place in each FLaSH classroom (See Appendix). Campus administrators are encouraged to review the Critical Elements as needed to support FLaSH staff. In addition, the supervising administrator on campus is encouraged to maintain his/her CPI certification by taking a CPI course each year.

The FLaSH program specialists and managers are available to collaborate with the campus administrators on walk-throughs and completion of the critical elements form. Campus administrators should also expect to have a professional, working relationship with the program specialists to ensure that common goals for the students in FLaSH are met.

Critical Elements Observation Form

See Appendix for Critical Elements Checklist for FLaSH program.

HOMEBOUND INSTRUCTIONAL SERVICES

Service Facts

Short Name / Acronym	HB (Homebound), PRS (Pregnancy Related Services); or CEHI (Compensatory Education Home Instruction)
Contact Information	Angela Singletary 281-634-6145
Grade Level(s) Served	PK – 12th
Reporting of Grades	IEP Goals & Objectives Updates
Class Assignment	General Education Teacher or Special Education Teacher
Teacher of Record Assignment	Based on Class Assignment
IA / Setting Code	01 while the student is receiving Homebound Services
ADA Code *(determined by amount of services the student receives)*	Full Day (At least 4 hours each week)→ ADA = 1 Half Day (At least 2 hours but fewer than 4 each week)→ ADA = 2

*ARD Committee makes final decision

Service Description

The goal of Homebound Services is to support instruction by following the IEP so that the student's instruction remains aligned with campus instruction. Students who receive homebound services are those who will be confined to the home/hospital for at least four weeks or more due to a medical condition that is confirmed and documented by a licensed physician or hospital.

Intermittent homebound services may also be provided to chronically ill students who are expected to be confined for any period of time totaling four weeks throughout the school year. It is important to note that the medical diagnosis alone does not drive the programming decision; the ARD committee ultimately determines placement.

Pregnancy Related Services (PRS) and Compensatory Education Home Instruction (CEHI)

If a student is pregnant, she may receive PRS and CEHI services for six weeks after the date of delivery. The pregnancy must be verified by a report from a licensed physician or nurse practitioner. It should be noted that the diagnosis does not drive the programming decision, and the ARD committee ultimately determines placement.

CEHI during Postpartum Confinement

Postpartum CEHI services are provided to the student either until the student chooses to return to school or until the end of the sixth week from the beginning date, whichever comes first. The student is not required to provide a medical note indicating a need for confinement to be eligible for or receive postpartum CEHI through the sixth week from the beginning date. Provision of CEHI during postpartum

confinement may be extended for 4 additional weeks subject to documentation provided by a licensed medical practitioner verifying the student's eligibility to receive PRS.

Beginning and Ending of CEHI during Postpartum Confinement

The beginning date of postpartum CEHI will be the day after pregnancy ends. A campus official must record the date a student's pregnancy ended. CEHI services end on the last day of the sixth week after the beginning date. However, if the postpartum confinement period is extended, eligibility for CEHI ends on the last day of the tenth week after the beginning date.

CEHI during Extended Confinement

Eligibility for CEHI during postpartum confinement may be extended for an additional four consecutive weeks if there are complications with the student's or infant's health. Eligibility for CEHI during extended postpartum confinement starts on the first day of the seventh week after the beginning date and ends on the first day of the eleventh week after the beginning date.

CEHI during Break-in-Service Confinement

A student may be allowed to divide up to ten weeks of postpartum confinement CEHI into two periods in instances in which the infant remains hospitalized after delivery. This option is known as break-in-service CEHI. It allows the student to receive CEHI during an initial period of postpartum confinement while recovering from delivery (student recovery period), return to school until the baby is released from the hospital, and then receive CEHI during the remainder of the eligible postpartum confinement time while caring for the baby (baby recovery period). If the baby is hospitalized again, the student may receive an additional period of CEHI when the baby is released if the student has not already received ten weeks of postpartum confinement CEHI.

A student who requires break-in-service confinement remains eligible to receive CEHI until she has been confined for a total of ten weeks or the school year ends, whichever comes first. For a baby recovery period, the student is not required to provide a medical note indicating a need for extended postpartum confinement to be eligible for or receive break-in-service CEHI beyond the sixth week of postpartum confinement.

Additional Information on CEHI and Confinement

It is not required to provide CEHI to confined students on days designated as school breaks, holidays, teacher work days, etc. Additionally, school breaks, holidays, teacher work days, etc., do not extend the amount of time a student may receive postpartum CEHI. These days will be counted when determining the amount of time a student is eligible for CEHI.

PRS for students receiving special education services

Regular education students must not be referred for special education services just because they become pregnant. Regular education students who must be confined to the home or hospital bedside for pregnancy-related issues are to be provided CEHI and other PRS components through the PRS program as outlined above.

Special education students who become pregnant will also be provided access to the services offered through the PRS program outlined above. A pregnant student who receives services through special education, the Admission, Review, and Dismissal (ARD) committee and PRS program staff members must collaboratively address the student's service needs.

ARD Committee Meetings for Students Receiving PRS

An ARD committee meeting should be held promptly to determine the appropriate services for the student after the campus learns of a special education student's pregnancy. A pregnant special education student's ARD committee must meet as necessary to address any changes in the student's needs. During the periods of confinement to the home or hospital bedside, special education services must be provided in the homebound instructional setting.

Students receiving special education services must also receive special education homebound services and PRS during any periods of confinement regardless of the anticipated period of confinement (that is, the student must be served even when the period of confinement is expected to be fewer than four consecutive weeks or fewer than four weeks total for the school year). Furthermore, the period of homebound postpartum services for a special education student may exceed ten weeks if determined necessary by the ARD committee

In addition to the homebound instructional services provided to the student through the special education program, the PRS program must provide at least two hours a week of PRS support services for two-five days attendance credit and at least one hour for one day attendance credit. The additional hours provided through the PRS program may include any of the support services such as counseling, support to instructional services, parenting instruction, etc. A certified teacher, nurse, counselor, or social worker must provide the additional hours of PRS support services for a special education student and must maintain logs documenting the actual amount of services each special education student receives.

Service Delivery

The special education or general education homebound teacher, the special and general education campus teachers, campus administrators, related service personnel, parents, and students work together to support the homebound services.

The campus teachers will place all assignments for each student receiving homebound services in the campus Homebound Services mailbox. All assignments for the upcoming week will be placed in an envelope with the student's name. The homebound teacher will communicate with the campus teachers to determine when assignments must be ready for the following week. Homebound teachers will visit the campus each week to collect all assignments for students receiving homebound services.

Students receiving homebound services based on an IEP or 504 plan shall:

- Receive instruction and assignments in the TEKS curriculum through support from a homebound teacher.
- Complete assignments within a designated timeline by utilizing educational materials as well as technology provided by the home campus.
- Seek assistance from the campus-based teacher and/or homebound support teacher.

Addressing LRE

An ARD Committee meeting shall determine the type and amount of homebound services to be provided when the student is able to return to the regular educational setting, and the length of the transition period based on current medical information. Homebound services are designed to help the student keep up with school work during his/her absence so that he/she can return to school and continue in the setting that was in place at the time he/she was placed on homebound services.

Referrals for Homebound Instruction Services

If homebound services are being considered for a student, the Campus Compliance Coordinator (CCC), ARD Facilitator or Counselor will initiate a referral by completing the Campus Homebound Referral in Eduphoria. Once the referral has been completed, the Program Manager, Supplemental School Health and Nursing Services will fax the Homebound Medical Recommendation form to the physician for completion.

Upon review of the Medial Recommendation form, the Program Manager, Supplemental School Health and Nursing Services, will recommend that the campus schedule an ARD meeting for the student. The campus will schedule the ARD meeting with the Program Manager, Supplemental School Health and Nursing Services. The Program Manager, Supplemental School Health and Nursing Services, will assign a Homebound Teacher to attend the meeting. The ARD Committee makes the final decision for a student to be placed in a homebound setting. The IEP plan must also include a plan to transition the student back to the least restrictive environment. Once the current *Medical Recommendation for Homebound Services* has expired, unless an updated *Medical Recommendation for Homebound Services* is provided by the parent, student will return to campus. For a student receiving special education services, a placement ARD must be scheduled with the Program Manager, Supplemental School Health and Nursing Services, before the student can return to campus.

V – Instructional Service Delivery Models

IN CLASS SUPPORT

Program Facts

Short Name/Acronym	ICS
Program Manager	Kimberly Davidson-Elementary
Contact Information	281-634-2128
Program Manager	Yuvonne Fields-Secondary
Contact Information	281-634-5049
Program Specialists Elementary	Amy Carney, Dawn Clem, ShaVonne Obisike Ironche Joyce Arthur, Reba Brown , Sherry Lott, Jamie Peterson
Program Specialists Secondary	K - 12th
Grade Level(s) Served	
Reporting of Grades	Report Card
IA / Setting Code	Based on the last ARD meeting held
ADA Code *(determined by amount of services the student receives)*	Full Day (At least 4 hours each school day)→ ADA = 1 Half Day (At least 2 hours but fewer than 4 each school day)→ ADA = 2
School Location(s) **ARD Committee makes final decision*	All Fort Bend ISD Campuses

Program Description

In class support is an inclusion service delivery model with collaboration between the general education teacher and special education staff to ensure that special education students successfully meet the requirements of the general education curriculum. The general education teacher is the teacher of record and is primarily responsible for providing initial instruction. Both general education and special education staff ensure that accommodations and modifications are implemented and appropriately address the student's academic needs and cognitive abilities.

Program Goal

The goal of in-class support is to provide students who receive special education services with the necessary academic tools to help them access and make progress in the general education classroom.

Program Supports

In-class support is supported by special education teachers, special education paraprofessionals, campus administrators, district-level special education specialists and managers.

Program Structure

Inclass support includes a special education teacher or paraprofessional who supports special education students in the general education classroom (typically Math, English Language Arts, Social Studies, and Science).

V – Instructional Service Delivery Models

Addressing LRE

Students with disabilities should be educated with their non-disabled peers in the general education classroom to the maximum extent appropriate as determined by the Admission, Review, and Dismissal (ARD) Committee.

Procedures for Considering Placement

The Admission Review and Dismissal (ARD) Committee should always start with general education first when making recommendations for support in Math, English Language Arts, Science and Social Studies. The ARD committee should determine the amount of support needed per class (frequency and duration). Support may occur daily, or a specified number of days per week, and could vary in amount of time, based on need per the ARD.

The placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).

Campus Role

A campus special education teacher will be assigned to each student that receives special education services. The campus case managers (special education teacher) should collaborate with special education support (teachers and/or paraprofessionals) and general education teachers to ensure that students are making progress in the general education classroom.

General Education Teacher / Special Education Teacher / Paraprofessional Collaboration

The general education teacher is informed of each student's needs and provided specific information from the student's ARD/IEP. The in-class support staff will be responsible for collaborating with the general education teacher with whom he/she works. It is highly critical for general education teachers along with all support personnel to collaborate when supporting students with disabilities in the general education classroom. A special education teacher will communicate regularly with and coordinate schedules that involve paraprofessionals who provide in class support.

Classroom Management

General education teachers are responsible for establishing their classroom management systems, the in-class support personnel, whether it be a teacher or paraprofessional, will be responsible for assisting with implementation.

Instruction

Instruction in the general education classroom is led by the general education teacher and is specially designed, individualized, differentiated, and student-centered to ensure student success.

IEP Implementation

The general education teacher, in collaboration with the special education staff assigned to support the class, is primarily responsible for implementing the IEP and accommodations in collaboration with the special education staff.

V – Instructional Service Delivery Models

Curriculum

The Fort Bend ISD curriculum should be utilized in the general education classroom. The Texas Essential Knowledge and Skills (TEKS), in which the scope and sequence is aligned to, should be followed. Students who receive In class support services should receive the full range of their grade-level curriculum. Instructional accommodations and or modifications should be implemented as outlined by the ARD committee.

Documenting Student Progress

General education teachers will maintain an accommodation log and keep work samples (formative assessments, class work, writing samples, etc.). General education teachers should also keep a sampling of provided accommodations, for example, noting the extra time provided on a worksheet and supports for the student. If a student requires modified materials, a sampling should also be kept along with the original assignment. Both general education teacher and special education staff will document the in class support, determined by the ARD committee, on the Inclusion log. The logs will be reviewed as part of the student's ARD preparation and planning. Special education teachers and general education teachers should regularly collaborate and document student progress and/or regression on IEP goals and objectives as well as overall curriculum mastery. Special education teachers share with parents updated IEP goals/objectives each 9 week grading period.

Staff Expectations

Expectations for In Class Support Teachers

1. Attend Job Alike meetings regularly (dates and times will be given by the Special Education Specialist assigned to the campus at the beginning of the school year).
2. Attend campus grade-level content meetings.
3. Attend district-level curriculum trainings.
4. Attend district level trainings that help support students who receive special education services. These trainings are offered throughout the entire school year and summer months. (Example: Professional Development Training.)

Campus Administrator expectations are to:

1. Provide oversight and supervision of support teachers and paraprofessionals in the general education classroom.
2. Have a working relationship with the Special Education Specialist and Program Manager assigned to their campus.
3. Understand, have access to, and utilize the *In Class Support Critical Elements Checklist* (Appendix).

In Class Support Critical Elements Checklist:

All teachers should view the *In Class Support Critical Elements Checklist* (See Appendix)

V – Instructional Service Delivery Models

PREGNANCY RELATED SERVICES

Program Facts

Short Name/Acronym	PRS
Program Manager Contact Information	Angela Singletary 281-634-6145
Reporting of Grades	Report Card
IA / Setting Code	Based on the last ARD meeting held
ADA Code *(determined by amount of services the student receives)*	Full Day (At least 4 hours each school day)→ ADA = 1 Half Day (At least 2 hours but fewer than 4 each school day)→ ADA = 2
School Location(s) **ARD Committee makes final decision*	All Fort Bend ISD Campuses

Program Description

Pregnancy Related Services (PRS) are support services the pregnant student receives to help her adjust and stay in school during the pregnancy and postpartum periods. These services include instructional and support services delivered to the student:

- when the student is attending classes on a regular campus,
- when pregnancy prevents the student from attending school, and
- during the postpartum period

Fort Bend Independent School District (FBISD) offers both support and instructional services to the student. These services are part of the Pregnancy Related Services (PRS) program. The purpose of PRS is to ensure that all pregnant and parenting students receive the support they need to succeed. Our support services are tailored in order to enable students to stay in school, obtain a high school diploma, have healthy babies, become self sufficient adults and prepare for the future.

Pregnancy and Parenting support services are provided during the prenatal and postnatal period from the student support team (SST): campus nurse, counselors, social worker, etc. PRS homebound teacher provides instructional services when the student is unable to attend school due to pregnancy.

During monthly meetings students are provided current and useful parenting information as well as support with the following services:

- Educational services
- Clinic referrals
- Social services
- Childcare
- WIC

- Tutorials
- Parenting classes
- College prep/financial aid
- College information

PRS Homebound Teacher

This is a certified teacher who provides the appropriate academic course work, parenting, and career skills to an active PRS student ***in their home***. This service is provided ***only after*** a student has given birth.

Program Support

Support services are provided to the pregnant and parenting student on a regular basis at their home campus throughout the student's academic career until graduation. The PRS program strives to keep all teen parents in school. Several accommodations are provided to pregnant students in order to make this a reality. These accommodations include:

- 5-minute hall pass
- Eating and bathroom privileges
- Elevator pass (during last 6 weeks)
- Locker or in-classroom book accommodations
- Childcare

Compensatory Education Home Instruction (CEHI) is a required support service which provides academic support to the student. These services are rendered to the student at home or hospital bedside (if within Fort Bend district) when pregnancy prevents the student from attending school and during the postpartum period. CEHI must consist of face-to-face contact with a certified teacher of FBISD. FBISD has developed PRS homebound services to be aligned with states guidelines. PRS Homebound is an in-home service provided by a certified teacher. Homebound teachers pick up and deliver classroom work and provide instructional support for a 6-week period after delivery, if no complications occur and a 10-week period if complications due occur. **Students are expected to attend classes on campus up until the baby's delivery**. Homebound students are visited on a weekly basis for a total of 4 hours. Participation in these meetings will count as the students' in-school attendance.

Student Support Team Responsibilities

Members of the SST must:

- Collaborate with student and parent to discuss pregnancy and/ or services provided by the district
- Collaborate with support staff (nurse, homebound teacher, assistant principal, counselor, social worker)
- Complete intake form with student

- Conduct monthly meetings (using appropriate resources)
- Communicate with homebound teacher, campus ADA, and nurse once student has delivered
- Conduct home visits
- Maintain contact with students throughout the school year
- Complete accurate PRS Reports (excel)
- Create and maintain student files
- Develop and maintain relationship with outside community resources
- Knowledgeable of current laws, campus procedures and TEA guidelines in relation to PRS students

Student Responsibilities

The student should be prepared to:

- Provide documentation of pregnancy (medical doctor's note or nurses forms)
- Provide documentation of parenting (verification of birth facts or birth certificate)
- Notify parent of pregnancy with 24-48 hours, if parent is unaware of pregnancy (see attached)
- Be willing to participate in PRS program
- Complete PRS contract with parent
- Complete intake and provide accurate and true information
- Attend monthly meetings
- Attend school on a regular basis
- Contact campus nurse within 24-48 hours of delivery, if pregnant
- Communicate effectively with PRS Staff

PRS Procedures

Once student is identified by support staff (teacher, Assistant Principal, counselor, social worker or outside source), the campus nurse will confirm pregnancy one of the following ways:

- Completed nurse forms
- Doctor's note
- Any form of confirmation of pregnancy, provided by medical personnel
- If pregnancy has not been confirmed, provide the student with medical resources, in order to receive confirmation

Upon confirmation of pregnancy and/or parenting student:

- Confirm student schedule in Skyward
- Campus nurse will arrange to visit with student

During your visit with the student be sure to complete the following:

- Confirm pregnancy or parenting status

- Explain the purpose of PRS Program
- Explain the role of SST and homebound teacher
- Provide student with PRS resources
- Provide student with PRS binder and explain the information located inside
- Complete intake form (see Appendix)
- Explain homebound procedures (if pregnant)
- Remind students to provide nurse with appropriate documentation and forms
- Create a student folder

***NOTE: PRS Staff will allow the student to notify their parent. If not, it is the responsibility of PRS Staff to notify the students' parent within 48 hours.**

Once initial student intake is complete, the SST will:

- Communicate with student's parent regarding PRS services
- Collaborate with support staff regarding student as needed
- Monitor student's attendance
- Make home visits, as needed regarding attendance and retrievals
- Follow-up with students on a weekly basis
- Invite students to monthly PRS meetings
- Using invites, passes, email or text messages

Once the student has the delivered the campus nurse will:

- Communicate with Program Manager, Supplemental School Health and Nursing Services with the details of student's delivery
- Program Manager, Supplemental School Health and Nursing Services will assign a homebound teacher
- Immediately contact campus ADA regarding students' delivery and impending CEHI status via email
- Contact Social Worker to initiate discussions with student regarding childcare options and complete Workforce Solutions application

Upon students' return to school:

- Program Manager, Supplemental School Health and Nursing Services will confirm students' attendance in Skyward (returned on the correct date)
- Counselor will follow-up with student regarding any unresolved homebound assignments and/or childcare arrangements
- SST will continue individual contact with student as needed

V – Instructional Service Delivery Models

SST & Homebound Teacher Collaboration

The SST and homebound teacher will collaborate with each other to discuss concerns regarding PRS students. Both will work together to complete the following:

- Intake
- Home visits
- Retrievals
- Campus meetings with support staff
- Assist with assignment pick-up
- Assist with childcare application
- Email support staff

PRS Homebound Teacher Responsibilities

PRS Homebound is a service provided by certified teachers in the students' home. Homebound services will last 6 weeks from the day of after delivery. Both the student and homebound teacher have several responsibilities in order for the partnership to work effectively.

Homebound Teacher Responsibilities

The homebound teacher must:

- Contact teachers, assistant principal, attendance clerk, and nurse after receiving birth information from student
- Request assignments from teachers via email
- Serve the student for up to **four hours per week** in home
- Assist the student with school work, parenting skills, daycare, and college/career information

Student Responsibilities

The student should be prepared to:

- Notify teachers of your upcoming absence
- Request assignments in advance and complete assignments
- Bring textbooks home (homebound teachers are not allowed to retrieve books from lockers)
- Parents can request textbooks to be brought home on behalf of the student
- Notify PRS staff with **24-48 hours** of students' delivery

Homebound Visit Affect Attendance

It is important to follow the appropriate procedures:

- The students' weekly appointments with the homebound teacher will count as in-school attendance
- If the student does not comply with scheduled appointments this will result in absences

- The student is responsible for contacting PRS Staff to ensure that she will receive services in a timely matter and reduce absences as well as keep current on assignments
- The students' failure to contact PRS staff will delay services and affect their truancy and grade status

PRS Homebound Teacher Procedures

Prior to the students' delivery date the PRS homebound teacher should meet with the student to introduce themselves and provide the student with the following information:

- to-do-list
- homebound teacher contact information/card
- discuss the procedures to follow when they deliver
- have student sign and return the Homebound Teacher/Student Agreement
- answer any questions

When a student has delivered, the PRS homebound teacher must **contact the student** and **obtain the following information**:

- delivery date
- hospital of delivery
- baby's name
- baby's date of birth
- vaginal or C-section
- complications
- anticipated release date
- phone number
- address (the address in Skyward may not be the address the student is staying to visit)
- copy of verification of birth facts

Once the student is contacted and informs the homebound teacher that they have delivered the teacher must complete the following steps:

I. Complete Pregnancy Related Services (PRS) & CEHI Record Page 1 & 2

II. Send PRS administrative personnel and liaison an email and attach the PRS & CEHI Record Page
    a. Be sure to include in the email the homebound start and end dates as well as back to school date

III. Notify the following individuals via email:
    a. **To** Field: Teachers
    b. **Cc** Field: Social worker, campus attendance clerk, assistant principal, counselor, nurse, & PRS administrative personnel

IV. Create a Folder and include the following documents:
    a. Student profile (from Skyward)
    b. Student schedule (from Skyward)
    c. PRS & CEHI Record Page 1

d. CEHI Record Page 2
e. CEHI (parent permission slip)
f. Student/Teacher Acknowledgement of Services
g. Homebound Teacher/Student Agreement
h. Assignment log
i. Appointment schedule
j. MapQuest directions with students' name
k. Any additional paperwork regarding the student

**NOTE: At the end of the year the Program Manager, Supplemental School Health and Nursing Services will request the folder from the homebound teacher and the campus nurse and incorporate their paperwork to make the folder complete.

V. Create an email folder with the students' name- this is important so that you can keep all correspondence regarding the student in one location

VI. Create a word document to document what academic course work is instructed, assigned or completed during the home visits

Notification of Homebound Services to School

It is extremely important to make sure to notify the appropriate personnel at the students' school of homebound services. The PRS homebound teacher must notify the following individuals via email: teachers, assistant principals, counselor, school nurse, attendance clerk, social worker and PRS attendance clerk. It is important for the PRS homebound teacher to keep documentation of assignment request.

Initial Email to PRS Administrative Personnel

Please see the attached documentation for homebound student Jane Smith. Her homebound dates are:
Homebound dates: 02/24/2013-3/01/2013 BTS: 03/04/2013

Initial Request for Assignments:

Teachers,
Jane Smith has delivered a healthy baby boy, Aevyon 7lb 8ozs. Mother and baby are doing well. I will be serving Jane while on homebound. ***She is scheduled to return on 3/04/2013.***
Please place her assignments, quizzes and tests in the ***PRS Homebound Mailbox or via email by Thursday 2/7/14.*** *I will only see Jane twice per week; therefore, it is very important that you send her work on time so that she has ample time to work on it.*
If you could ***shorten assignments*** *while still covering the curriculum it would be very much appreciated. Quizzes and tests will be given under test conditions unless you tell me otherwise (open notes etc). Assignments sent home do not have to be the same as those given in class. You may* ***make any modifications you deem necessary.***

Homebound dates 2/04/2013- 3/01/2013 BTS: 3/04/2013

****NOTE:** Email subject should be: **Homebound Student Request for Assignments.** Do not include the students' initials or name due to confidentiality.

2nd Request for Assignments

In some instances, you may be required to make a secondary request for assignments from one or more teachers. You should only direct the 2nd request for assignments to the specific teacher and their supervisor. Below is the standard 2nd request email which should be used:

> *Teachers,*
> *It is very important to provide me with work for Jane, so that she will not fall behind in her academics. I will see Jane on Tuesdays and Thursdays, so please be sure to put any assignments with detailed directions in the **PRS Homebound mailbox** on **Mondays and Wednesdays**. I will pick up the assignments no later than **Tuesday and Thursday mornings around 9 am**. As she completes the assignments, I will return them to your mailbox. If any assignments are electronic feel free to email me the assignments with instructions. I you have any questions; please feel free to contact me.*
> ***Kudos to Mrs. Jackson and Mr. Jones for providing me with work for her!***

****NOTE:** Email subject should be: **Homebound Student 2nd Request for Assignments.** Do not include the students' initials or name due to confidentiality.

V – Instructional Service Delivery Models

3rd Request for Assignments

In some instances, you may be required to make a 3rd request for assignments from one or more teachers. You should only direct the 3rd request for assignments to the specific teacher and their supervisor. Below is the standard 3rd request email which should be used:

> *Good Morning-*
> *As a reminder, Jane will be on homebound from **2/4-3/1/13**. Please make sure to provided assignments for her to complete. As of today, I have not received assignments. I know that we all have very demanding schedules; however, I do not want Jane to fall behind in her academics. Jane has checked out her textbooks, so if you can provide me with the current chapters for which you are working on in class, I will have Jane read those chapters and complete the questions at the end. I will see Jane **on Tuesday @ 9:00**, so I will need the information back before then, so I can work on the assignments with her. Thank you for your time and attention in this matter.*

Make sure to communicate effectively and professionally with the teachers. In the event that the above instances are unsuccessful, you may visit the teachers' classroom and request the assignments. Please keep in mind that the teachers are instructing their classes and you want to create a minimal distraction at the time of the visit. The homebound teacher should be communicating weekly with the student's teachers.

Final Request for Assignments

During the last week of your homebound services, be sure to email the teachers to remind them that the student is returning, list all completed assignments, current assignments and request any final assignments.

> *Good Afternoon-*
> *Jane is scheduled to return to school on Monday March 4th, therefore, her last week of homebound services will be next week (2/25-3/1). Jane has been diligently working to complete all assignments assigned. Below is a list of assignments completed as well as remaining assignments:*
> ***Jackson- All assignments re complete including test and was placed in your mailbox***
> ***Jones-Working on Chapter 4 Lesson 4.9, even problems in guided and independent practices***
> ***Roberts- Working on completing study guide questions from Chapters XII-end***
> ***Smith-working on Chapter 17, completed chapter 16 and will be placed in your mailbox***
> ***Phillips-Completed Chapter 3 & 9 and will be placed in your mailbox***
> ***Williams-Working on Lesson 3 worksheets***
> *If there are any additional assignments which need to be completed by her return, please **email no later than Monday** or place in the **PRS hom**ebound services.*

V – Instructional Service Delivery Models

Pregnancy Related Services (PRS) & CEHI Record

PRS & CEHI Record Page 1

The purpose of completing the PRS & CEHI Record is document that the student will be receiving CEHI services. The CEHI services that can be provided are prenatal, postpartum or extended postpartum. For a student to receive prenatal or postpartum services a doctor's note is required. It is important to complete the PRS & CEHI Record Page 1 in its entirety. The PRS & CEHI Record Page 1 is the document which is used to record the students' absences in Skyward. If this form is not submitted the student will not be coded in Skyward and will in turn continue to receive truancy calls to their home. The student will also accrue truancy, so please be sure to complete the PRS & CEHI Record as soon as you are provided with the delivery information.

PRS & CEHI Record Page 2

The PRS homebound teacher of record the students' attendance on the CEHI Page 2 at each visit in their own their handwriting. The student is expected to sign for attendance on the CEHI Page 2, to document that the homebound teacher was present. Please be sure to not type in dates and have student sign, all information on the CEHI Page 2. This page should be in the original handwriting of the teacher and student. The PRS homebound teacher is responsible for submitting this form on a weekly basis to PRS administrative personnel. The form can be sent via fax, email, or interoffice mail. Once the student is exited from homebound services, the homebound teacher should make a copy for the folder and is required to send the **original CEHI Page 2** to PRS administrative personnel for filing purposes.

V – Instructional Service Delivery Models

PLACEMENTS IN DISCIPLINARY SETTINGS

School personnel may remove a student from his/her current placement to an appropriate Interim Alternative Educational Setting (IAES), or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to the student without disabilities). It should be noted that diagnosis/disability does not drive the programming decision, and the ARD Committee ultimately determines placement.

In Fort Bend ISD, an in-school suspension is typically considered part of a 10-day removal. If a student is already at 10 days out of placement, please contact the appropriate Program Manager for additional guidance.

District Alternative Education Programs – DAEP

Elementary DAEP is located at Hunters Glen Elementary, Secondary DAEP is located at Ferndell Henry Center for Learning
All Special Education services to be provided for students at these locations will be determined by the ARD committee at the student's sending campus.

A MDR ARD must be held prior to a recommendation for a student to attend the DAEP. The LSSP must be present for the MDR process for students with AU, ED, OHI and the Diagnostician may conduct the MDR for all other students.

A staffing should be held prior to the MDR ARD to review the recommendation from the evaluator regarding the outcome of the manifestation determination. The staffing should include the LSSP or Diagnostician, Campus Administrator rendering the discipline, and other appropriate staff who will attend the ARD meeting.

The Program Manager of student's current placement should be invited to the staffing and may participate by phone. If the Program Manager is unable to attend the staffing and/or ARD, the campus should proceed and consult as needed prior to the ARD. It is not a requirement that the Program Manager attend a MDR staffing and/or MDR ARD meeting.

The CCC from the DAEP, must be invited to the staffing and MDR ARD meeting held at the home campus. The CCC is required to attend the staffing and may attend the ARD.

Procedures for Returning a Student Back to Home Campus from DAEP

Within five days before a student is to complete the required number of days at DAEP, a Review ARD meeting will be held to transition the student back to his or her home campus. The following will occur:

1. CCC at DAEP will contact ARD Facilitator at High School or Department Head at Middle School to schedule the ARD at least 10-15 days prior to student completing time.
2. The ARD will be held at the DAEP and the DAEP CCC will conduct the ARD with general education and special education teacher from DAEP present to report on progress. Special

Education teacher at DAEP will update PLAAFP and IEP progress reports if the reporting period is in timeframe of DAEP placement.

3. DAEP will provide Admin for ARD, home campus representative should attend to plan for a successful transition back to the school.
4. Minutes of the meeting will state that the following:
   "Student's name is projected to return to home campus on list date pending successful days completed at DAEP."

Juvenile Justice Alternative Education Program – JJAEP

The following process should be followed when considering the placement of a Special Education student at the JJAEP.

1. Contact the Director, Special Education, prior to holding the ARD meeting.
2. A copy of all ARD paperwork shall be given to the staff at JJAEP prior to student enrollment.
3. It is the sending campus' responsibility to collaborate with the teacher(s) at JJAEP to ensure implementation of the IEP and monitoring progress. The student's case manager from the FBISD home campus will continue to be responsible for monitoring the student.
4. If an annual ARD is due during placement at JJAEP, it is the responsibility of the home campus to collaborate with the teachers at JJAEP to update current goals and objectives. Any student data collected while at JJAEP shall be shared with the sending campus in order to create new goals and objectives for the coming year. The CBE staff and/or Department Head/ARD Facilitator will coordinate the ARD meeting, and the case manager will be responsible for creating the goals and objectives.
5. It is the home campus' responsibility to send student state assessment information to the district testing coordinator and the district special education office upon enrollment at JJAEP. The home campus and the teacher(s) at JJAEP shall collaborate when making state assessment recommendations. The CCC/Department Head/ARD Facilitator will communicate the information to the campus testing coordinator.

PLACEMENTS IN OUT-OF-DISTRICT/NON-PUBLIC DAY SCHOOL SETTINGS

Program Facts

Short Name / Acronym	OOD
Contact Information	Kelli Nicole Smith 281-634-- 1143
Grade Level(s) Served	1st – 12th
Reporting of Grades	Report Card entered by Registrar
Class Assignment	General Education or Special Education
Homeroom Assignment	Case Manager from Zoned Campus
Teacher of Record Assignment	Special Education Teacher from the Out-of-District placement
IA / Setting Code	Based on last ARD Meeting held* (ABC-West = 97, Avondale, Atlantis, Providence, River Oaks, Shiloh, Texana =60; Bayes = 50)
ADA Code (determined by amount of services the student receives)	ABS-West Full Day → ADA = 1 Avondale, Bayes, Providence River Oaks, Shiloh, Texana, Full Day → ADA = 0 *The Program Manager, Behavioral Support Services or his/her Administrative Assistant will contact the zoned-campus Attendance Clerk upon student's official enrollment date at the OOD placement to ensure appropriate ADA code has been changed.*

*ARD Committee makes decision

Fort Bend ISD has the responsibility of providing each special education student a Free and Appropriate Public Education (FAPE). If the special education student cannot be serviced appropriately in the school district, then Out-of-District placements may be utilized. It should be noted that diagnosis/disability does not drive the programming decision, and the ARD Committee determines placement.

Prior to Placement

The Program Manager for Out of District Settings must be involved in staffings and ARD meetings for a student with a disability that is placed in an Out-of-District Placement unless other arrangements have been made with the Director of Special Education.

If an Out-of-District Placement is warranted, the campus personnel should call a staffing with the Program Manager for Out of District Settings to review the student's data, needs and considerations for an Out–of-District Placement. See *Procedures for Considering Placement in a Specialized District Program or an Out-of-District Placement at the beginning of this section if considering an Out-of-District placement for a student.*

Out of District Placement Requirements Prior to Staffing with Out of District Specialist

The Program Manager for students placed in specialized programs should staff on a regular and consistent basis with campus personnel to target and monitor the student's successes and struggles. If an out of district placement is warranted, the campus personnel should call a staffing with the program manager and review at least six weeks' worth of data that contain the following information. This is not an exhaustive listing, but rather a guidance document to help ensure all lower-level interventions have been utilized before recommending a more restrictive setting.

- Fully self-contained schedule: Since the proposal is to consider placement in one of the most restrictive settings on the continuum, a fully self-contained placement on the campus should be considered prior to ODD recommendation.
- A Functional Behavior Assessment (FBA) completed within the last year: If new behaviors are present that are not identified on the current FBA, a new FBA should be conducted to address these new behaviors and reflected in the ARD document.
- A Behavior Intervention Plan (BIP) that has been revised and changed to show good-faith efforts to address the present behavior concerns. The BIP should target the behaviors identified on the FBA and if revisions are necessary, the BIP should be updated and reflected in the ARD document.
- A personal interest inventory completed with the student to identify positive consequences and incentives that the student will work towards/for that will correlate to the positive consequences listed on the BIP.
- Behavior and Social Skills goals: Have they been implemented consistently and appropriately along with the BIP? What is the rate of progress based on? Do we have sufficient progress monitoring data?
- Counseling: Does the student have counseling; is counseling appropriate? If the student does have counseling as a related service, is the amount of time appropriate, or does he/she need more? Are the counseling goals on which the student is working appropriate, or do they need to be modified? If counseling is not present, has a counseling evaluation been completed, or should one be completed to make the determination?
- In-Home and/or Parent Training: Are there critical or non-generalized skills lacking in the home environment, either with the student or parent that would be beneficial? If the student does not currently have In-Home and/or Parent Training, should and evaluation be completed to make that determination?
- Autism or Behavior Consultant: Depending on the disability, has the district contracted consultant been utilized (contact appropriate program specialist) to make recommendations?
- District-Wide Behavior Paraprofessional and/or Variable Aide: If behavior is so pervasive that the school personnel have been unsuccessful with maintaining, changing or modifying it, has a Variable Aide or District-Wide paraprofessional been requested to provide additional support?
- Revision ARDs: We should see that revision ARDs have been held to address the behaviors that are preventing the campus from providing a Free and Appropriate Education. The ARD committee, which includes the parent(s), should have met, on more than one occasion, to

discuss changes and interventions. In the same way that an ARD meeting is called when a student is not meeting an academic goal to discuss additional supports, the same process should be implemented for students who are not being successful due to their behavior.

- Social Worker: Depending on the justification, the campus Social Worker may be an appropriate resource. The social worker can help address mental health, medication, clothing or other difficulties that the student/family may be experiencing that have become antecedents resulting in behaviors manifesting in the school setting.

After the campus and program manager have staffed, discussed and implemented the above-targeted suggestions, if documentation supports an out of district recommendation, a second staffing should be held, which includes the campus personnel, the program manager, and the Out of District program manager.

At the second staffing with the OOD program manager, data collection should be presented which operationally defines each of the target behaviors that are preventing the campus from providing the student with FAPE. Along with the behaviors being operationally defined, an average of frequency and/or duration of each behavior, as well as a summary in the form of a timeline of all interventions implemented by the campus should be presented.

Regardless of the ODD Procedures, the placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).

ARD Meeting

Non-Public Day Schools are one form of Out-of-District Placements. The legal responsibility for ensuring that appropriate educational services are provided to students remains with Fort Bend ISD. Fort Bend ISD has the following responsibilities when making nonpublic placements:

1. Must initiate and conduct a meeting of the student's ARD committee to develop an IEP for the student.
2. During the ARD process, it must be noted the services that Fort Bend ISD is unable to provide and that the Non-Public Day School will provide through the Out-of-District Supplement.
3. The ARD committee must establish, in writing, criteria and estimated timelines for the student's return to the LEA.
4. The appropriateness of the Non-Public Day School for each student placed shall be documented in the IEP.
5. Fort Bend ISD must make an initial and annual visit to the Non-Public Day School to verify that the day and/or residential Non-Public Day School can, and will, provide the services listed in the student's IEP.
6. TEA must approve the district's recommendation for placement in a Non-Public Day School prior to the student beginning at the school.

After the Placement

There are several Out-of-District facilities that Fort Bend ISD utilizes to provide services for students with disabilities. The following procedures are to be followed for the home campus staff if a student is attending an Out-of-District placement, please follow the procedures listed below for attendance and grades:

1. The Out-of-District Placement sends the student attendance to the Program Manager for Out of District Placements or his/her Administrative Assistant on a weekly basis.
2. The Program Manager for Out of District Placements sends the attendance to the student's zoned campus Attendance Clerk.
3. The Attendance Clerk enters the student's attendance. If a student is having attendance problems or failing to attend school, the Attendance Clerk should contact the Program Manager for Out of District Placements at the MR Wood Center for Learning to address the issue.
4. Students in Out-of-District placements are required to attend school for the same number of days as Fort Bend ISD. The academic calendar may vary. For example, Avondale and ABS West sites follow the Houston Independent School District's school calendar.
5. If the campus Attendance Clerk/ADA has a question about counting absences due to a conflict with the Fort Bend ISD and the Houston Independent School District calendar, contact the Program Manager for Out of District Placements.
6. All Out-of-District facilities send the student's grades and IEP Goals & Objectives updates to the Program Manager for Out of District Placements at the MR Wood Center for Learning, 138 Avenue F, Sugar Land, TX 77498.
   The Program Manager for Out of District Placements at the MR Wood Center for Learning sends a copy of the student's grades to the home school's Registrar and a copy of the updated IEP Goals & Objectives to the CCC, DH, ARD Facilitator, and/or Campus Based Special Ed Teacher.
7. While a student is placed out of district, the Program Manager for Out of District Placements is responsible for the case management for the students.

The CCC/DH/ARD Facilitator will be contacted by the Program Manager, Behavioral Support Services to schedule a staffing and ARD meetings and ensure appropriate FIE timelines are completed. The home campus will remain responsible for scheduling the ARD as well as sending home all documentation regarding the ARD.

While a student is placed out of district, it is the home campus' responsibility to complete and facilitate all FIEs and ARDs. The campus assigned case manager will be responsible for collaborating with the out of district teachers to develop and write the Present Levels of Academic Achievement and Functioning Performance (PLAAFPs) as well as all goals and objectives. The home campus CCC/ARD Facilitator/Evaluation Specialist will be responsible for prepping and facilitating the ARD, and the Out of District Manager may act as the Local Education Agency (LEA). The OOD facility will work with the home campus to submit all drafted, proposed IEP goals and objectives. The home campus staff members conducting the ARD may need to enter the ARD information into SuccessEd, if the facility does not utilize SuccessEd.

V – Instructional Service Delivery Models

For students grades 9-12 served in Out of District placements, the home school counselor must participate in Annual ARD process to ensure the students credits are on track for graduation.

PLACEMENTS IN PRIVATE SCHOOL SETTINGS

Program Facts

Program Manager	Jennifer Byrne LeeAnn Parker, Lead SLP
Contact Information	(281) 634-1148, Office
Reporting of Grades	Individual Service Plan updates to their IEP Goals & Objectives are completed by the assigned Speech Language Pathologist in Success Ed.
Class Assignment	To be determined
Teacher of Record Assignment	None
IA / Setting Code	None
ADA Code (determined by amount of services the student receives)	ADA = 0

Program Description

The term "private school" is defined as private elementary or secondary school, including any pre-school, religious school, and institutional day or residential school that: 19 TAC 89.1096 (a)(1)

- Is a nonprofit entity: 19 TAC 89.1096(a)(1)(A)
    - The term "nonprofit," as applied to an agency, organization, or institution, means that it is owned or operated by one or more corporations or associations whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity; and 34 CFR 77.1(c)
- Provides elementary or secondary education that incorporates an adopted curriculum designed to meet basic educational goals, including scope and sequence of courses, and formal review and documentation of children's progress: TAC 89.1096(a)(1)(B) The term "elementary school" means a nonprofit institutional day or residential school including a public elementary charter school, that provides elementary education, as determined under State law; and 34 CFR 300.130
    - The term "secondary school" means a nonprofit institutional day or residential school, including a public secondary charter school that provides secondary education, as determined under State law, except that it does not include any education beyond grade 12 34 CFR 300.36

In order to be considered a private school, a home school must provide elementary or secondary education that incorporates an adopted curriculum designed to meet basic educational goals, including scope and sequence of courses, and formal review and documentation of children's progress, but is not required to be a nonprofit entity TAC 89.1096(a)(2), TAC 89.1096(a)(1)(B) , and TEA Private School Guidance Fort Bend ISD must consult with parents and private schools and determine how much funding is available, who will be served and what services will be provided.

V – Instructional Service Delivery Models

2018-19 Private School Services Plan

Base on the timely and meaningful consultation with private school representatives and parents of parentally-placed private school children with disabilities, Fort Bend ISD will provide the following special education and related services to those eligible students in the private schools within the district boundaries: Speech Therapy, Auditory Impairment Services

Program Goal

The goal of private/home school services is to identify students with disabilities and provide special education services within the Fort Bend ISD Private School Plan.

Program Supports

Licensed Specialists in School Psychology, Educational Diagnosticians, Speech-Language Pathologists, Special Education Specialists, Private School Staff and Parents all work together to support the private school/ home school services.

Program Structure

Private school services are provided according to the Fort Bend ISD Private School Plan and the student's Individual Services Plan (ISP). Once the Private School Plan is determined, the District is responsible for implementing the Individual Service Plan at the Private School or at an alternative location agreed upon by the parent/guardian of the student.

Program Components / Critical Elements

Communication with Special Education Specialist for Private School

Communication with the Program Manager/Lead SLP is very important. Private/home school services are tracked and reported by the Program Manager/Lead SLP. As students are evaluated, admitted, and dismissed, the Program Manager/Lead SLP needs to be updated.

Schedules

Direct services are provided at an agreed upon time at specified locations.

IEP Implementation

The Individual Service Plan (ISP) services are provided similar to an IEP. Service time, data collection, progress measurement is similar to IEP/Progress reports.

Documenting Student Progress

Direct services provided are documented on data sheets/lesson plans. Progress is reported on the appropriate ISP/IEP progress report in Success Ed.

Campus Administrator Expectations

For the campuses that host private/home school services after the school day, the following are needed:

1. Space and access to a room for services to be provided
2. The school-based required members of the ARD/ISP meeting

Enrolling Private/Home School Students

Students receiving special education services in private or home school should be not enrolled in Fort Bend ISD, but the parent is required to complete the enrollment packet and submit it to the campus ADA Clerk or Registrar.

Individual Service Plan (ISP) meeting

Private school/home school students are not required to have an annual ARD meeting. They have an annual Individual Service Plan (ISP) meeting. An invitation for the ISP should be completed and sent to the parent and private school. The private school teacher is invited, but not required, to attend the meeting. The ISP is held at an assigned District campus. The assigned campus provides the required members of the ISP meeting. During the meeting, the CBE or SLP should:

1. Complete the Individual Service Plan (ISP).
2. Write a summary on an Additional Deliberations page.
3. Have parent complete an enrollment packet.
4. Send a copy of the ISP to the Program Manager.

After Individual Service Plan Meeting

After the student is entered into Success Ed as a private school student, reports can be generated to track timelines for re-evaluations and annual ISP meetings. This paperwork will also be used to initiate the services that are to be provided to the student. Please do not delay in submitting this paperwork

Child Find Procedures for Private Schools

Students who attend private schools located within Fort Bend ISD are eligible for referral, evaluation and determination of eligibility for special education regardless of the child's district of residence. In Texas, home schools are considered private schools.

For the Referral and Evaluation processes related to a student attending Private School, please see Section I. The ARD/IEP meeting will be held within 30 days of completed Full Individual Evaluation.

Procedures for Conducting ARDs for Students Attending Private Schools within Fort Bend ISD

1. Schedule the ARD meeting. Send the ARD notice to the parent and Private School teacher.
2. Hold the initial placement ARD at the student's home campus. If ARD committee determines student does not qualify, then complete as a Brief ARD.
3. If the student qualifies for special education services and the parent wants to receive services beyond the scope of the proposed Private School Plan, the parent must enroll their child in the public school.

V – Instructional Service Delivery Models

PRESCHOOL PROGRAMS FOR CHILDREN WITH DISABILITIES

Program Facts

Short Name / Acronym	PPCD
Program Manager	Tanya Aggison
Contact Information	281-634-9856
Program Specialist	TBD
Grade Level(s) Served	EE, PK, K
Reporting of Grades	IEP Goals & Objectives Updates only
Campuses:	AE, AFE, BPE, BE, CBE, HE, HGE, HRE, *JPE, *LGE, LVE, MGE, MWE, PGE, RMECC, SWE, WSE *PPCD FLASH Session PPCD Language Lab: ASE

*ARD Committee makes final decision

Program Description

Preschool Programs for Children with Disabilities include a range of services available for children who are ages 3-5 and who qualify for special education services. The PPCD services focus on a developmentally appropriate curriculum in meeting the Individualized Education Plan (IEP) for each student.

Program Goal

The goal of the PPCD program is to provide early special education intervention to students focusing on developing cognitive, social-emotional, language, communication, and physical skills so that children may be educated in the most inclusive setting possible to learn skills that they can utilize as they transition through school and into adulthood.

All classes follow the Prekindergarten Curriculum Guidelines with a developmentally appropriate curricular approach focusing on the following components: a structured daily routine; active learning; positive interaction strategies; center-based instruction; large and small group activities and on-going monitoring of skills acquired.

Program Supports

Special education teachers, general education teachers, paraprofessionals, campus administrators, the Program Specialist and Program Manager, district-level related service personnel, Licensed

Specialists in School Psychology, Speech Language Pathologists, and parents all work together to support the PPCD program.

Program Structure

Fort Bend ISD offers a continuum of services for students ages 3-5 who require special education services. The following programs and services are listed below and are determined by the ARD committee.

Traditional PPCD

PPCD services typically occur in a self-contained classroom staffed with a teacher and a paraprofessional. Opportunities for inclusion in Pre-K classrooms are available for students based on the student's IEP. Each PPCD teacher evaluates students to assist the ARD committee to determine the appropriate setting. These classes are half-day classes.

PPCD/PK Inclusion

Opportunities for inclusion in the Pre-Kindergarten classroom are available based on the student's IEP. The general education teacher, PPCD teacher and paraprofessional(s) collaborate to ensure that special education students successfully meet the requirements of the general education curriculum. The children in these classes are provided with the PreK curriculum and are expected to make meaningful progress in this setting. Documentation will be reviewed to determine PK enrollment eligibility. PK eligibility does not drive the programming decision. The time spent in the Pre-K classroom is determined based on the student's IEP.

PPCD Flash

The Functional Living and School Health services (FLaSH) PPCD session generally serves students with significant physical and/or cognitive disabilities. The students may not be independently mobile and often times require full assistance to care for their daily needs. The focus of instruction is visual and auditory stimulation, motor skills development, assistive technology, interaction with others and, if possible, communication skills. Often times these students are medically fragile and they may require custodial care. It should be noted that diagnosis/disability does not drive the programming decision, and the ARD/IEP Committee ultimately determines placement.

Language Lab

The Language Lab is designed to foster language development in otherwise typically developing 3 - 4-year-old children who have receptive and expressive language impairments as their only concern. The goal for children coming out of language lab is that their language skills increase to the extent that they can enter general education pre-kindergarten (must meet eligibility requirements) and be successful. It is expected that after language lab children will be able to communicate to get their needs met, participate in classroom activities, and interact for social purposes with their peers. It is expected that they will be able to follow classroom directions. These students may still require speech services upon exiting the Language Lab program.

V – Instructional Service Delivery Models

PPCD Level Up (Transition to Kindergarten) Meetings

PPCD teachers are expected to attend Level Up Meetings for students transitioning to Kindergarten. Language Lab teachers are expected to attend Level Up Meetings for 4 year old students**.** A Level Up Meeting is a meeting to review students' IEP and progress in the PPCD Program. All data collected from the student profile will be summarized and analyzed. Observations will be conducted as needed. Meeting dates will be established and published at the beginning of the school year. The *Level Up Profile* form (see Appendix) should be completed for each applicable student.

The PPCD Level Up Meeting will consist of the following members:

1. Principal/Assistant Principal
2. Campus Compliance Coordinator
3. Special Education PPCD Teacher
4. Campus Based Evaluation Staff member/LSSP – if applicable
5. Receiving Campus Representative

Addressing LRE

There is a continuum of special education services available to 3-5 year old children with disabilities. Services are available for 4 year old students who attend PPCD classes and who are able to participate in the general education prekindergarten curriculum, in some areas. Some students spend their entire day in the general education classroom with a special education teacher providing indirect/consultative support services or direct inclusion support.

When children are evaluated by ECI, the placement recommendations are reviewed by the Special Education Program Manager, PPCD. The appropriate campus receives a notice of a potential placement. The role of the ECI and the Program Manager, PPCD is to review the child's needs, see where the needs can be met, and propose a program closest to the child's home. The campus then holds an initial ARD meeting, reviews the recommendations, and the committee determines the appropriate services the child will receive.

The placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).

Procedures for Considering Pre-K Placement

General education opportunities are always the first option when considering placements for preschool children with disabilities. Prekindergarten is available for 4 year-old children who meet the Pre-K eligibility guidelines and based on the student's individual needs. Decisions for placement are made based on data that is gathered through initial evaluations and data collected in the classroom once the child receives services that help identify the needs and supports.

V – Instructional Service Delivery Models

Program Components / Critical Elements

The PPCD Program Components/Critical Elements are designed to guide the special education teacher in understanding expectations for teaching in a PPCD classroom.

Classroom Environment and Arrangement

The environment includes the use and organization of space, the structure provided during the day, and the plans teachers develop. When the teacher utilizes the environment to the maximum extent, children can make choices, use materials, and take responsibility for maintaining the classroom.

Physical Arrangement

The physical arrangement of the PPCD classroom may include (based on student need) the following interest areas: blocks, dramatic play, art, library, music and movement areas, and computer centers. Classes include a small/large group teaching area and a circle time area. The PPCD classroom is organized free of clutter to maximize accessibility for all students.

Schedules

Teachers are expected to use a visual schedule system for their classrooms. There should be multiple types of schedules in use. These schedules reflect the overall class schedule, the child's specific schedule for daily routines, and specific task breakdown schedules.

Teacher / Paraprofessional Communication

The PPCD teacher is responsible for collaboration with paraprofessionals and other staff members working with PPCD students in alternative settings (i.e., cafeteria, library, general education). The PPCD teacher communicates with all staff working with students in the PPCD program regularly to ensure they have knowledge of:

- providing instructional, self-care, and behavioral assistance to students with disabilities
- monitoring, implementing, and reporting progress on a Behavior Intervention Plan
- providing basic practices of positive behavior support
- identifying developmental expectations
- collecting data for progress monitoring

The paraprofessionals support the teachers' decisions by following verbal and written directives given by the teacher. The paraprofessionals also assist with a variety of tasks to support the IEP such as making materials and schedules, and tending to students personal care such as feeding, dressing, and toileting.

The Speech-Language Pathologist provides speech therapy for the students who have this service in their IEP. Speech can occur in the classroom or in a pull-out setting. Related service personnel provide services for the students as outlined in the IEP.

V – Instructional Service Delivery Models

Classroom Management

Classroom management is based on the special education behavior model, which aligns with the Texas Behavior Support Initiative and CHAMPS which emphasize:

- systemic and individualized strategies based on an extensive body of research-based practices
- prevention based approach for all students
- teaching academic, social and behavioral expectations
- culturally appropriate practices
- a positive approach to changing behavior
- an orderly, structured classroom environment

IEP Implementation

Student assessment, present levels of performance, goals, and instruction are all linked. Teachers are expected to implement each child's IEP and be able to discuss the unique needs of the child with staff, parents, and supervisors.

Texas does not require a prekindergarten curriculum for children in a preschool program for children with disabilities. The Texas Education Agency requires that the Prekindergarten Curriculum Guidelines {aligned to the Texas Essential Knowledge and Skills (TEKS)} be used for all preschool children. The purpose of the Prekindergarten Curriculum Guidelines document is to help educators make informed decisions about curriculum content for prekindergarten children. The Preschool Kindergarten Curriculum Guidelines can be accessed at: https://tea.texas.gov/pkg.aspx

The Prekindergarten Curriculum Guidelines combined with the child's IEP and the district approved curriculum form the basis of the curriculum activities and instruction for the PPCD student. The same learning standards as expected for other preschool children without disabilities provide the foundation of the curriculum for the PPCD children. Knowing what is expected of typically developing preschoolers in Texas is a good starting point for developing a child's IEP.

Curriculum Assessment Expectations

Special education program staff will utilize the Brigance Early Childhood Inventory and components of the district approved curriculum assessment to develop appropriate goals and objectives that meet the student's current functioning level. The assessment will need to be conducted prior to each annual ARD meeting. The Brigance protocol must be included in the teacher folder as the student changes schools or programs in order to track progress across the student's educational career.

Documenting Student Progress

Teachers must collect data on each IEP goal and objective using the PPCD data sheets. It is expected that for each goal that is currently being targeted (according to IEP expectations), data will be collected twice per week. Documentation of services is submitted via XLogs. Additional information regarding XLogs can be found in Section 8 of the Administrative Procedures.

V – Instructional Service Delivery Models

Early Childhood Outcomes

Federal law requires all districts to report Early Childhood Outcomes when children who are 3-5 years old begin or stop receiving early childhood special education services. Assessment must be conducted and results recorded on the Child Outcomes Summary Form (COSF) in Success Ed after a student ages 3, 4, or 5 has been found eligible and placed in Special Education. Assessment must also be conducted and results recorded on the COSF after a student ages 3, 4, or 5 has transferred into Special Education from another district.

Exit data is collected by the teacher of record and reported for students with entry data who have been in the PPCD program for at least 6 months. Assessments must be conducted and the results recorded on the COSF no earlier than 30 school days before a student ages 3, 4, or 5 has:

- left the district (school district personnel has prior knowledge of the withdrawal)
- been dismissed from special education by the ARD committee

Exit data is also completed when a 5 year old turns 6 during the school year and the ARD committee has determined the student will continue receiving special education services in the PPCD program. The exit assessment must be conducted and the results recorded on the COSF no earlier than 30 school days before the student exits the program, which may be at the end of the school year. Students exit the PPCD at the end of their kindergarten year.

Teachers are given deadlines and reminders for due dates throughout the school year, but contact the Program Manager if you have questions.

Staff Development Expectations

PPCD Teachers are expected to attend program specific district-wide staff developments, meetings and trainings. Schedules will be provided at the start of the school year. Each will provide an opportunity for teachers to receive staff development regarding best practices in working with young children. Meetings will also provide ample time for questions, answers and sharing. If a PPCD teacher is unable to attend a required meeting, he or she will be responsible for contacting the PPCD Manager and/or Specialist prior to the meeting. The teacher will be responsible for obtaining and implementing the information discussed. All teachers and Paraprofessionals must maintain current CPI certification. The district provides CPI training regularly and staff members can register in Truth North Logic located under the Staff tab on the FBISD website.

Job Alike

PPCD teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and staff development regarding best practices for working with students receiving PPCD support as well as program updates, ESY, and district procedures and guidelines.

V – Instructional Service Delivery Models

Campus Administrator Expectations

Campus administrators providing oversight and supervision of the teachers in the PPCD program should have access to and understand how to utilize the PPCD Critical Elements Checklist. (See Appendix). Utilizing the Critical Elements Checklist will enable the administrator on the campus to understand the PPCD program expectations. Campus administrators should have open communication with the PPCD Program Manager to ensure that common goals for the students in the PPCD program are met. In addition, the supervising administrator on campus must maintain his/her CPI certification by taking a CPI course each year.

Critical Elements Observation Form

See Appendix for Critical Elements Checklist for PPCD program.

V – Instructional Service Delivery Models

RESOURCE

Program Facts

Program Manager	Kimberly Davidson-Elementary
Contact Information	281-634-2128
Program Manager	Yuvonne Fields-Secondary
Contact Information	281-634-5049
Program Specialists Elementary	Amy Carney, Dawn Clem and ShaVonne Obisike Ironche Joyce Arthur, Reba Brown , Jamie Peterson, and Sherry Lott
Program Specialists Secondary	K - 12th
Grade Level(s) Served	
Reporting of Grades	Progress Reports and Report Card
IA / Setting Code	Based on the last ARD meeting held
ADA Code *(determined by amount of services the student receives)*	Full Day (At least 4 hours each school day)→ ADA = 1 Half Day (At least 2 hours but fewer than 4 each school day)→ ADA = 2
School Location(s) *ARD Committee makes final decision	All Fort Bend ISD Campuses

Program Description

The Resource Program is designed to provide direct instruction for students who receive special education services who have been identified as being multiple grade levels below their enrolled grade level, and who need extensive modifications and accommodations that could not be provided in the General Education classroom. Special education teachers design, implement and monitor instruction and provide intensive supports, including specially designed instruction and modifications.

Program Goal

The goal of the Resource Program is to provide students who receive special education services with the necessary academic tools and interventions through vertically aligned TEKS and IEP goals to target critical areas of need and make progress toward grade level curriculum.

Program Supports

Resource is supported by special education teachers, special education Paraprofessionals, campus administrators, district-level special education specialists and managers.

Program Structure

The Resource program structure can vary depending on the needs of the students. Resource time should be supplemental to content instruction if at all possible. For example, students may receive ELA

and/or Math in the general education setting with appropriate in-class supports and then receive resource time during an additional period of time increment within the school day. In these cases, the student will continue to receive new, direct instruction in the general education classroom with support. This pull-out time for resource is used to provide intensive, research-based instruction addressing the student's deficit areas and may occur daily, every other day, or a specified number of days per week depending on the student's needs. Various grades and subjects may be in class at the same time. Stations and differentiation are expected.

Addressing Program LRE

The students who receive special education services who are served in the Resource Program will be included in the General Education setting to the maximum extent possible as determined by the Admission, Review, and Dismissal (ARD) committee.

Procedures for Considering Placement

A student must be eligible for Special Education services to receive support from Resource services. Before recommending Resource Services

- Consider providing the students who receive special education services with support in the General Education classroom through accommodations and modifications per their Individualized Education Plan (IEP).
- Determine if the appropriate accommodations/modifications have been implemented and documented
- Consider in-class supports and/or co-teach
- The student must have modified goals and objectives that outline the critical areas(s) of need that require him/her to be removed from the general education classroom.

Program Components / Critical Elements

The Resource Critical Elements Checklist is designed to outline teaching expectations for the special education teacher assigned to provide Resource support. Resource teachers should review the critical elements checklist. [Refer to appendix]

Classroom Arrangement

The physical classroom arrangement of the Resource Room should maximize teacher instruction, promote student learning, and minimize distractions.

Student considerations:

1. The age of the students.
2. The number of students in the classroom at any given time.
3. The types of activities in which the students will participate.
4. Special needs of any student.

Suggested classroom design:

1. Have various work areas such as tables, desks, carrels for example.

2. Label materials and stations to be accessed by students and have procedures in place.
3. Keep high traffic areas clear.
4. Teacher should be able to see all students from every area in the classroom.
5. Have classroom rules, expectations, and schedule visible for all students to see.

Special Education Teacher / Paraprofessional Communication

The Resource teacher is responsible for collaboration with paraprofessionals working with Resource students; communication should be frequent and ongoing. The Resource teacher is expected to regularly collaborate with paraprofessionals assigned to work with students in Resource. Among other activities, collaboration could include outlining of classroom activities, preparing the classroom schedule, planning for specific student academic and behavior needs, implementing instructional and behavioral interventions, and data collection. The Resource teacher should regularly schedule classroom meetings with paraprofessional staff to communicate relevant information and address any classroom or student concerns. The teacher should develop the paraprofessional schedule at the start of the school year and update as student needs develop during the school year. Communication to the parents should come from the teacher not the paraprofessional.

Classroom Management

Classroom Management in Resource is the responsibility of the Resource Teacher. CHAMPs is the district-wide model for classroom management and should be implemented at the beginning of the school year and before each activity throughout the school day. Resource classroom expectations (e.g., rules, routines, procedures, and behavior expectations) should be modeled by special education staff. Students who are in Resource should be taught the rules and procedures for the Resource classroom, along with the consequences and rewards for behavior. The rules and procedures should be posted in the classroom visible for all students to see. In addition, students who have a behavior intervention plan will have information regarding specific behavior supports and systems that should be utilized.

Instruction

The special education classroom teacher is the instructional leader for the Resource class and should always lead the delivery of the instruction. Instruction in the Resource Program is specially designed, individualized, differentiated, and student-centered based on student's IEP goals and objectives. Each student's IEP should be addressed and adequate educational progress should occur.

Curriculum

The Fort Bend ISD curriculum should be the framework of the Resource program. The Texas Essential Knowledge and Skills (TEKS) should be followed. The student in the Resource program should have access to the full range of their grade-level curriculum. Instructional accommodations and

modifications should be implemented as outlined by each student's Admission, Review and Dismissal committee.

Documenting Student Progress

The Resource Teacher should regularly document student progress on IEP goals and objectives in SUCCESS ED. Documentation of services is submitted via XLogs. Additional information regarding XLogs can be found in Section 8 of the Administrative Procedures. The Resource Teacher should also collect work samples (benchmarks, classwork, homework, projects, writing samples, etc.) from each Resource student. ELEMENTARY TEACHERS: If a student has instruction in both general education and resource for a specific subject, both general education and special education teacher will maintain the grades.

Staff Expectations

Staff Development expectations for Resource Teachers are:

1. Attend Job alike meetings regularly (dates and times will be given by the Special Education Specialist assigned to the campus at the beginning of the school year)
2. Attend campus grade-level content meetings.
3. Attend district-level curriculum trainings.
4. Attend district level trainings that help support students who receive special education services. These trainings are offered throughout the entire school year and summer months. (Example: Professional Development Trainings.)
5. After an Annual or Brief ARD, it is the Case Manager's responsibility to distribute and discuss the student's updated IEP to all teachers that provide support to the student at the beginning of the school year and throughout the year as ARDs occur.

Campus Administrator Expectations

1. Provide oversight and supervision of teachers in the Resource Program
2. Have a working relationship with the Special Education Specialist and Program Manager assigned to their campus
3. Understand, have access to, and utilize the Resource Critical Elements Checklist

Critical Elements Observation Form

See Appendix for Critical Elements Checklist for Resource program.

V – Instructional Service Delivery Models

SPEECH ONLY

Program Facts

Program Manager	Jennifer Byrne LeeAnn Parker, Lead SLP
Conact Information	(281) 634-1148, Office

For additional information about speech therapy and services, see section 3, Related and Instructional Services.

When considering additional special education supplementary supports and services for a student with a Speech Impairment only:

- A staffing should be called with the Speech Therapist and other campus intervention staff to review data to consider appropriate Tier 2 and Tier 3 interventions and Determine if a re-evaluation is needed to consider additional eligibilities.

If the student is not making progress with the interventions, in the interim until the Re-Evaluation is completed, an additional staffing should be held with the CCC, Speech Therapist, and Special Education Teacher. The Program Specialist for Resource/Inclusive Services should be invited to the staffing but is not required to attend.
The staffing members should develop proposed services to meet the student's needs. Services may include:

- Appropriate Accommodations and Supplemental aides per subject based on student needs
- In-Class Support (in class support, minutes/days)
    - An IEP goal should be developed to address the area of concern (if it is a concern for language arts and it is covered with the current speech goals then it can cover ICS. However, if it is a concern for math, then the speech goals would not suffice and a math goal(s) would need to be included, etc.)
    - Student's program in Success Ed should be coded as ICS
- Resource
    - If an SI only student is going to be considered for resource. The SLP continues to be involved but the Special Education Teacher becomes the Case Manager
    - An IEP goal should be developed to address the area of concern (if it is a concern for language arts and the Speech Goal continues to be appropriate, then no change is needed. However, if it is a concern for math then the speech goals would not suffice and a math goal(s) would need to be included, etc.)
    - Student's program in Success Ed should be coded as Resource

*Remember all services are decided by an ARD committee and determined using data.

V – Instructional Service Delivery Models

SUCCEEDING in ACADEMIC and INDEPENDENT LIVING SKILLS

Program Facts

Short Name / Acronym	SAILS
Program Managers	Caroline Faison-Elementary Amanda Andersen-Secondary
Program Specialists	Breana Fausett-Elementary Julie Holmes -Elementary Rebecca Kaminski-Secondary Debbie Jebbia-Secondary
Contact Information	281-634-1144
Grade Level(s) Served	K -12
Reporting of Grades	Report Card + IEP Goals & Objectives Updates in Success Ed
Class Assignment	General Education or Special Education
Homeroom Assignment	General Education or Special Education Teacher
Teacher of Record Assignment	Based on Class Assignment
IA / Setting Code	Based on last ARD Meeting held*
ADA Code (determined by amount of services the student receives)	Full Day (At least 4 hours each school day)→ ADA = 1 Half Day (At least 2 hours but fewer than 4 each school day)→ ADA = 2
K-5 Elementary Locations	Barrington Place, Blue Ridge, Briargate, Burton, Colony Meadows, Commonwealth, Cornerstone, Drabek, Dulles, Fleming, Glover, Goodman, Heritage Rose, Holley, Hunters Glen, Jones, Jordan, Lakeview, Leonetti, Lexington Creek, Madden, Mission Bend, Mission Glen, Mission West, Neill, Oakland, Oyster Creek, Parks, Patterson, Pecan Grove, Quail Valley, Ridgegate, Ridgemont, Scanlan Oaks, Seguin, Settlers Way, Sienna Crossing, Sullivan *Campuses may fluctuate during the school year, but these are the anticipated campuses for the 2017-2018 school year.
6-8 Middle School Locations	All middle school campuses
9-12 High School Locations	All high school campuses

*ARD Committee makes final decision

Program Description

The SAILS program generally serves students with cognitive and/or developmental delays who require a curriculum focusing on (1) academic instruction based on prerequisite skills that are aligned to grade level TEKS, (2) communication/social skills, (3) independent living skills, and (4) vocational instruction

at the secondary level. It should be noted that diagnosis/disability does not drive the programming decision, and the ARD committee ultimately determines placement.

Program Goal

The goal of the SAILS program is to inspire and equip all students to pursue future success through relevant academic instruction, development of functional skills, and setting a high level of expectation for post school outcomes.

Program Objectives

It is Fort Bend ISD's belief that all students can reach their full potential. The SAILS teachers will align instruction with TEKS and use evidence-based curriculum to provide a supportive climate and safe learning environment.

Program Supports

The SAILS program is supported by special education teachers, general education teachers, paraprofessionals, related & instructional services providers (Speech, OT, PT, O&M, in-home and parent trainers, counseling, school health, assistive technology specialists, transportation, Adapted PE, AI, and VI), campus administrators, district-level program managers and specialists, Licensed Specialists in School Psychology, Board Certified Behavior Analysts, and parents.

Program Structure

Program Structure when there are two or more SAILS Programs on one campus: When a single campus has two or more SAILS programs, it is recommended that the classes be divided as equally as possible by number. Classes should be divided by grade levels, depending on the number of students in each grade level. This is preferred in order for students to remain with similar-aged peers, maximize inclusive opportunities, vertical alignment of curriculum, and maintenance of age-appropriate curriculum across students and materials.

Ultimately, the decision on how to divide the students into classes will be the decision of the campus administrator, with the collaboration of the district-level program manager/specialist. They will need to make this decision with these guidelines in mind in addition to individual or unique needs at the campus level.

Addressing LRE

Students receiving support in SAILS will be included in the general education setting to the maximum extent appropriate as determined by the ARD/IEP committee. ARD/IEP committees should consider the full continuum of placements, including, but not limited to having the students participate in inclusive settings such as: lunch, library, computer lab, music, and/or physical education in order to practice and generalize social skills with typically developing peers. The level of support provided to the student during times in an inclusive setting shall be determined by the ARD/IEP committee and may range from independent participation to full-time support. Participation in the general education setting should

change via an ARD/IEP committee decision as deemed appropriate for each individual student and will depend on the student's ability to reach mastery criteria on specific IEP objectives.

Procedures for Considering Placement

The placement decision is made by the ARD committee, including the parents; and in conforming with the least restrictive environment provisions. See 34 C.F.R. § 300.116 (a).

Program Components / Critical Elements

The SAILS Program Components/Critical Elements are designed to guide the special education teacher and campus administration in understanding expectations for teaching in a SAILS classroom.

Classroom Learning Environment

The SAILS classroom arrangement encompasses the way in which the teacher physically structures the classroom, sets up student schedules, sets expectations, and monitors the safety of the classroom environment.

Physical Arrangement

The physical arrangement of the room can either promote or hinder the teacher's instructional efforts and the quality of learning that takes place. Teachers will utilize and organize the space so that it depicts a variety of clearly defined classroom areas and allows for a variety of instructional groupings and activities. The classroom should minimize distractions and maximize access (student access to instructor, materials, demonstrations, as well as teacher access to each student). When designing the classroom, consider the age of the students, the number of students, the activities to be conducted, and the placement of electrical outlets, windows, and doors.

- Place materials to be accessed by students in areas away from where other students are working
- Place materials needed for the teaching lesson near areas where you conduct instruction
- Arrange classroom furniture to clearly define classroom areas. Classroom areas should include a large group instruction area, small group direct instruction area, independent work areas, hands-on/center area (if space permits), computer area, "taking care of business"/teacher work area, and a paraprofessional instruction area.
- Stand in different parts of the room to be sure that you can see all of your students
- Classroom schedules should be posted where all students and staff can access them
- Classroom rules/expectations
- The classroom should be clean and organized
- Staff will adapt the classroom environment to accommodate the need for sensory input or reduction of overload for students as needed. Sensory accommodations may include access to a quiet/break area, change in lighting, and/or use of sensory materials.

V – Instructional Service Delivery Models

Schedules

An overall class schedule which identifies times and activity/course blocks for the day should be posted in every SAILS classroom. In addition, schedules for each teacher, paraprofessional, and student should be readily accessible to the staff (i.e., kept in a binder, posted, etc.). Meaningful and developmentally appropriate individual student schedules should be used throughout the day and should clearly define for the student where he/she should be at all times.

Teacher / Paraprofessional Communication

Expectations:

1. Communication between teacher and paraprofessionals should be appropriate and work related.
2. Teacher and paraprofessionals have and use an established schedule for supervising students both inside and outside of the classroom.
3. Schedules are posted for teachers and paraprofessionals and include a 45 min planning period for teachers, 30 min lunch break, and shows that all students are under adult supervision at all times.

The SAILS teacher is responsible for collaboration with paraprofessionals and other staff members working with SAILS students in the classroom and alternative settings (i.e., resource, general education). The SAILS teacher must communicate regularly to ensure that all staff working with students in the program have access and understanding of:

- Pertinent information that is included in student's educational plans including IEP goals and objectives, Behavior Intervention Plan (BIPs), supplements, and accommodations/modifications.
- How to provide instructional and behavioral assistance to students with disabilities.
- How to monitor, implement, and report progress on a Behavior Intervention Plan (BIP)
- How to provide basic practices of positive behavior support
- How to collect data and monitor progress.
- How to utilize/implement all Assistive Technology in the classroom and listed in the students ARD paperwork.
- How to apply effective principles of Non-Violent Crisis Intervention (CPI) for students who demonstrate aggressive behavior and who may require verbal de-escalation and/or physical restraint.
- How to use an established schedule for supervising students both inside and outside of the classroom.

The SAILS teacher must also collaborate regularly with general education teachers to ensure that the student is making educational progress on his/her Individual Education Plan (IEP) and that he/she is engaging in appropriate behavior while in the general education setting.

General Description of Paraprofessional Duties

Under direct supervision, the purpose of the position is to provide assistance in the education, care, and development of students with significant disabilities. Employees in this classification perform

instructional, clerical, and behavioral management duties, as well as provide assistance to students with personal care needs. Work is performed under the direction of a certified teacher, job specialist, or administrator.

Some SAILS classrooms have a Supplemental School Nurse that is designated to support the students. The SAILS Nurse should be housed within the SAILS classroom. The primary role of the SAILS Nurse is to implement the school health services for students receiving SAILS services.

Instruction

Students in a SAILS classroom benefit from explicit and systematic instruction that is both differentiated and student-centered. SAILS teachers need to ensure that each student's IEP is adequately addressed, and that each student is making educational progress. Academic instruction and IEP goals/objectives in a SAILS classroom are aligned to state standards through prerequisite skills. Communication, social skills, and independent living skills are also addressed throughout the day.

Instruction in the high school setting continues to focus on academic instruction but also integrates skills required for transition. Activities that promote movement from school to adult life such as post-secondary education, vocational training, employment, adult services, independent living and community participation. A variety of assistive technology tools are utilized in the classroom which provide access to curriculum in the areas of communication, reading, writing, and other activities of daily living.

Curriculum

Academic

Academic instruction in a SAILS classroom is based on the Texas Essential Knowledge and Skills (TEKS). SAILS teachers utilize the TEKS Vertical Alignment and TEKS Curriculum Frameworks available on the TEA website as well as the Fort Bend ISD district curriculum supports which identify the curriculum areas addressed at each grade level and the grading period they are addressed. Academic and functional tasks for each student are individualized based on student need. Fort Bend ISD provides a variety of research and standards based curriculum materials for teachers to use.

Unique Learning System

Unique Learning System is an online, dynamic, standards-based curriculum specifically designed for students with special needs. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. Materials are created using Symbol Stix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. Unique GPS is a data collection center designed to identify individual student goals, preferences, and skills within educational learning tasks. All areas of assessment within the GPS have been created to accommodate students with complex learning needs. Assessment results are stored on the n2y secure website to allow for growth measures to be monitored over the years.

Edmark uses a whole word reading approach that focuses on visual memory and has research showing its effectiveness for students with disabilities.

Touchmath is a multi sensory mathematics instruction program that can be used to teach many foundational skills including money, operation, fractions, measurement, word problems and more. This program was designed specifically for students who have struggled to make progress in mathematics using traditional instruction.

Social Skills

Some students in the SAILS program have difficulties with social skills. These skills are taught and reinforced using a variety of interventions including, but not limited to, social narratives, role play, video modeling, live modeling, peer training, and using prompting procedures. Generally speaking, the natural social environment is the most appropriate teaching location.

Community-Based Instruction (CBI)

Community-Based Instruction (CBI) outings will be documented, as well as the student's progress on the IEP goals/objectives while on the CBI. For more information, procedures, and forms on CBIs, please refer to Section 8 of the Handbook.

Individual Education Plans (IEPs)/Lesson Plans

SAILS teachers are required to have extensive knowledge of each student's IEP. They must also understand implementation of the IEP, and utilize trained professionals available to them in order to gain assistance when needed.

Documentation/Grading

- Documentation of services is submitted via XLogs. Additional information regarding XLogs can be found in Section 8 of the Administrative Procedures.
- The teacher will regularly document student progress on IEP goals and objectives. The SAILS teacher is expected to develop and maintain a portfolio for each student which includes data, work samples, products, IEP goals and objectives, BIP, AU supplement (if applicable), etc. which supports student progress on his or her IEP.
- Data collected a minimum of twice weekly will be analyzed each 9-week grading period and results will be reflected on the IEP Progress Reports in Success Ed. ACTUAL percentages or trials, not approximations, will be noted on the updates with data to support the percentages. In addition to numerical data, teachers will add comments to the progress reports. For example, Mary is maintaining mastery of her current list of 53 sight words with 92% accuracy. She has added 10 new words this 9 weeks and identifies them with 87% accuracy when presented using flashcards.
- Adjustments in teaching strategies may be necessary if limited progress is documented.
- In addition to updating IEPs every nine weeks, SAILS teachers must follow the same grading procedures and policies as general education. All students will receive a report card each grading

period that is based on work completed in the classroom. Documentation must support the grade given.

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes Summary for children who are receiving special education services ages 3-5 years old (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The service provider is required to complete a COSF form when the child begins receiving special education services and when the child exits early childhood special education services. These forms are uploaded to Success Ed. The COSF form is also required for students in kindergarten.

Training on this process is offered during the year. Teachers are given deadlines and reminders for due dates throughout the school year so that all submissions are turned in on time.

Assessment

All students in SAILS classes must be assessed before their annual ARD to determine their present levels of academic achievement and functional performance (PLAAFP). The information, along with IEP progress, will be used to guide the teacher in developing IEP goals and objectives for the annual ARD. SAILS teachers will use the Brigance and/or Unique GPS as their primary assessment tool and can use additional assessment tools to supplement the information, when needed. The assessment protocol must be included in the portfolio as the student changes schools or programs in order to track progress across the student's educational career.

Behavior/Classroom Management

Classroom management is based on the Fort Bend ISD special education behavior model, which teaches pro-social skills necessary for success in the least restrictive environment, aligned with the Texas Behavior Support Initiative which emphasize:

- systemic and individualized strategies based on an extensive body of research-based practices
- prevention-based approach for all students
- teaching academic, social and behavioral expectations
- culturally appropriate practices
- a positive approach to shaping behavior
- an orderly, structured classroom environment

1. Visuals regarding classroom rules and expectations are posted in the classroom where they are visible to the students. Rules are explicitly taught in a way that the students understand. All classroom staff members are responsible for teaching the rules and procedures to the students.
2. Behavior management is consistent across classroom staff members.

3. An individualized behavior management system for each student is in place, based on the BIP, as determined by the student's ARD committee.
    f) Behavior is managed and modified through direct teaching of desired behavior.
    g) Positive reinforcement systems are in place and individualized to student needs. Consequences for behavior are clearly identified, and developmentally appropriate.
    h) Research based interventions are used/observed.
    i) The prompting sequence/hierarchy is used.
    j) Data is collected a minimum of two times per week and data is analyzed to determine if interventions are working.

Staff Development Expectations

Teachers providing SAILS services are expected to stay current in research-based interventions for all students with cognitive and other developmental disabilities, including students on the autism spectrum. The district provides trainings to address these interventions.

1. SAILS teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and staff development regarding best practices for working with students with cognitive and other developmental disabilities as well as program updates, ESY, state assessment information, and district procedures and guidelines.
2. SAILS teachers will be required to demonstrate knowledge and skills related to the identified Critical Elements for SAILS classrooms. Trainings will be provided to address the critical elements.
3. SAILS teachers are expected to utilize the research-based materials and assessment tools that are available in the classroom. Trainings related to the use of these materials will be provided.

Crisis Prevention Intervention (CPI) – All SAILS teachers and paraprofessionals must maintain their CPI certification by taking a CPI course/refresher each year.

Campus Administrator Expectations

Campus administrators should expect the critical elements of the SAILS program to be in place in each SAILS classroom (See Appendix). Campus administrators are encouraged to review the Critical Elements as needed to support SAILS staff. In addition, the supervising administrator on campus is encouraged to maintain his/her CPI certification by taking a CPI course each year.

The SAILS program specialists and managers are available to collaborate with the campus administrators on walk-throughs and completion of the critical elements form. Campus administrators should also expect to have a professional, working relationship with the program specialists to ensure that common goals for the students in SAILS are met.

Critical Elements Observation Form

See Appendix for Critical Elements Checklist for SAILS.

V – Instructional Service Delivery Models

VOCATIONAL EXPERIENCE

Program Facts

Short Name / Acronym	VOC EXP
Program Manager	Darin Quintero
Contact Information	281-634-2121
Program Specialist	Debbie Jebbia, Rebecca Kaminski
Contact Information	281-634-2199, 281-634-0948
Grade Level(s) Served	11th – 12th Grades and 18+
Reporting of Grades	Report Card and IEP Goals & Objectives Updates in Success Ed
Class Assignment	Transition Teacher
Homeroom Assignment	Special Education Teacher or General Education Teacher
Teacher of Record Assignment	Transition Teacher
IA / Setting Code	08
ADA Code (determined by amount of services the student receives)	Full Day (At least 4 hours each school day)→ ADA = 1 Half Day (At least 2 hours but fewer than 4 each school day)→ ADA = 2
High School Location(s)	All High Schools

*ARD Committee makes final decision

Program Description

The VOC EXP setting provides special education and related services to a student who is placed on a job (paid or unpaid) with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP. This instructional arrangement/setting shall be used in conjunction with the student's individual transition plan and only after the school district's career and technology education (CTE) classes have been considered and determined inappropriate for the student.

Program Goal

The goal of VOC EXP is to prepare students with disabilities to enter the world of work, so they can be as self-sufficient as possible upon graduation from high school. The program's underlying philosophy is that the best way for students to prepare for future employment is to build successful work experiences while enrolled in high school that shows a relation to the academic courses they are required to take.

Program Supports

The VOC EXP class is supported by transition teachers, job coaches, campus staff, campus administrators, program managers/specialists, related services personnel (in-home and parent trainers, counseling, O&M, school health, transportation, AI, and VI), Licensed Specialists in School Psychology, and parents.

V – Instructional Service Delivery Models

Program Structure

The student must complete the credit requirements and VOC EXP is used as a CTE elective. The student must maintain at least 5 working/intern hours for each class scheduled for VOC EXP. The transition teacher will keep attendance, enter grades and update IEPs. The student must report daily to the transition teacher and provide a weekly work schedule. The transition teacher will communicate with the employer and parent with progress and concerns. The employer will complete an evaluation sheet for each grading period.

The student should not be on campus during the VOC EXP class(es). The goal would be for the student to provide their own transportation from campus to their job or home, the district may provide special transportation while training the student to provide his/her own transportation independently.

Addressing Program LRE

Fort Bend ISD must ensure that students with disabilities have available to them the variety of educational programs and services available to non-disabled students. General Education CTE courses must be considered first before placing the student in VOC EXP.

For VOC EXP students, the goal is to implement the IEP goals and objectives with age appropriate non-disables peers in the community to the maximum extent possible.

Procedures for Considering Placement

A general education CTE course must be considered before the ARD committee can place a student in VOC EXP. If it is determined appropriate the student must verify employment (paid or unpaid) and hours.

The placement decision is made by the ARD committee, including the parents; and in conforming with the least restrictive environment provisions. See 34 C.F.R. § 300.116 (a).

A decision to place a student with disabilities in the VOC EXP class shall be based on the individual needs and individualized education programs. See 19 T.A.C. § 89.63.

Classroom Learning Environment

The VOC EXP students use the work/intern site as their classroom. A job coach or transition teacher will determine the level of support each student needs on the job site.

Transition Teacher/Job Coach Communication

Communication between the transition teacher and job coach is appropriate and effective.

Instruction

The VOC EXP instructional arrangement focus on differentiated instruction and a student centered approach to ensure that each student's IEP goals and objectives are addressed.

V – Instructional Service Delivery Models

Individualized Instruction

Tasks and activities are age appropriate, functional, and based on needs of each student. (Post-Secondary Goals)

Individual Education Plans (IEPs) and Lesson Plans

- Teacher has extensive knowledge of each student's IEP and BIP
- Lesson plans and activities are aligned with postsecondary goals from each student's individualized IEPs
- Data Collection
    - Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives
    - The data is reflected in numerical percentages or trials and is easily interpreted
- Assessment
    - Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs
    - There is a clear link between the assessment and the PLAAFP

Behavior/Classroom Management

- An individualized behavior management system for each student is in place, based on the BIP
    - Positive reinforcement systems are used
    - Effective interventions are used/observed
    - Use of prompting sequence
    - Data collection system is in place and data is analyzed to determine if interventions are working

Staff Development Expectations

The district provides trainings to address the needs of students receiving VOC EXP. A list of the trainings will be made available on an annual basis to staff members providing VOC EXP. All teachers and paraprofessionals must maintain current CPI certification. The district provides CPI training regularly and staff members can register in Elearning. In addition to the published staff development trainings, Job a Like meetings will be hosted after school as a form of mini staff development.

Job a Like

Transition teachers are expected to attend Job a Like meetings. These meetings will provide teachers with information and staff development regarding best practices for working with students receiving 18+ services as well as updated program information.

Campus Administrator Expectations

The District Program Manager should have open communication with the transition teachers to ensure that common goals for students in VOC EXP are met.

Section 6

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The Fort Bend Independent School District, an Equal Opportunity Educational Provider and Employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age, military status, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions. Additionally, the District does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a com plaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities. Policies DAA, DIA

VI – Instructional Arrangements & Settings

Table of Contents

GENERAL INFORMATION **6003**

Determining the Instructional Arrangement 6003

NO INSTRUCTIONAL SETTING (SPEECH THERAPY ONLY) **6004**

Code 00 6004
Speech Therapy Indicator Codes 6004

HOMEBOUND **6005**

Code 01 6005
Homebound Notes 6005
Preschool Program for Children with Disabilities and Homebound Services 6007
Test Administration and the Homebound Instructional Setting 6008
Transition from Homebound to the Classroom 6008
Transitioning Students with Chronic Illness between Homebound and the Classroom 6009
Students with a Recurring Chronic or Acute Health Condition 6009
Attendance Accounting and Documentation 6010
Homebound: Career and Technical Education (CTE) Funding Requirements 6011

HOSPITAL CLASS **6012**

Code 02 6012
Hospital Class - Career and Technical Education Funding Requirements 6012

VOCATIONAL ADJUSTMENT CLASS/PROGRAM **6013**

Code 08 6013

STATE SUPPORTED LIVING CENTERS **6014**

Code 30 6014
CTE Contact Hours for Students in State Supported Living Centers 6014

INFANTS (BIRTH THROUGH 2 YEARS OF AGE) **6015**

Code 31 – Home Based Instruction 6015
Code 32 – Center Based Instruction 6015
Code 34 – Other Environment 6015

MAINSTREAM **6016**

Code 40 6016
Mainstream Requirements 6016

RESOURCE ROOM/SERVICES **6018**

Codes 41 or 42 6018

SELF-CONTAINED, MILD/MODERATE/SEVERE, REGULAR CAMPUS **6019**

Codes 43 or 44 6019

ADDITIONAL GUIDELINES FOR INSTRUCTIONAL SETTING CODES 41-44 ..... **6020**

PRESCHOOL PROGRAMS FOR CHILDREN WITH DISABILITIES (PPCD) **6023**

Code 45 6023
PPCD Services and PK Programs 6023
PPCD Services and Kindergarten Programs 6026

RESIDENTIAL NON-PUBLIC SCHOOL **6031**

Code 50 6031

VI – Instructional Arrangements & Settings

NON-PUBLIC DAY SCHOOL **6032**
CODE 60 6032
TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED **6033**
CODE 70 6033
TEXAS SCHOOL FOR THE DEAF **6034**
CODE 71 6034
RESIDENTIAL CARE AND TREATMENT FACILITY **6035**
CODES 81, 82, 83, 84, 85, 86, 87, 88, OR 89 6035
Residential Care and Treatment Facility Categories *6035*
OFF-HOME CAMPUS **6037**
CODES 91, 92, 93, 94, 95, 96, 97, OR 98 6037
OFF-HOME CAMPUS CATEGORIES 6037
EXTENDED SCHOOL YEAR (ESY) SERVICES **6039**
SPECIAL EDUCATION CONTACT HOURS 6040
SPECIAL EDUCATION DOCUMENTATION 6040
TEACHER REQUIREMENTS 6041
EXAMPLES **6042**
CODE 01 - HOMEBOUND EXAMPLES 6042
CODE 02 - HOSPITAL CLASS EXAMPLES 6045
CODE 08 - VOCATIONAL ADJUSTMENT CLASS (VAC) EXAMPLE 6045
CODE 40 - MAINSTREAM EXAMPLES 6045
CODES 41 AND 42 - RESOURCE ROOM/SERVICES EXAMPLES 6047
CODES 43 AND 44 - SELF-CONTAINED, MILD/MODERATE/SEVERE, REGULAR CAMPUS EXAMPLES 6047
CODE 45 - FULL-TIME EARLY CHILDHOOD (PPCD) SPECIAL EDUCATION SETTING (FT EC SPED) EXAMPLE 6049
CODES 81–89 - RESIDENTIAL CARE AND TREATMENT FACILITY (NONRESIDENT) EXAMPLES 6049
CODES 91–98 - OFF HOME CAMPUS EXAMPLES 6050
SPEECH THERAPY INDICATOR CODE 1 EXAMPLES 6053
SPEECH THERAPY INDICATOR CODE 2 EXAMPLES 6055

VI – Instructional Arrangements & Settings

GENERAL INFORMATION

TEA Student Attendance Accounting Handbook 2018-19 is used for this section.

Children with disabilities must be educated with children who are not disabled to the maximum extent appropriate. Removal from general education is only when nature and severity of disability precludes education in general education classes even with the uses of supplementary aids and services is not successful. 34 C.F.R §300.114

Determining the Instructional Arrangement

The ARD committee's determination of the appropriate educational placement for implementing a student's IEP must be based on the individual needs of the student. If the support services are provided to the student in the general education classroom, the instructional setting code is *mainstream*. If, however, the support services are provided outside of the general education classroom, the instructional setting code is based on the amount of time or the setting where the services are provided.

The ARD committee bases its determination of instructional arrangement/setting codes on the percentage of the instructional day that the student receives direct, regularly scheduled special education and related services, as required in a student's IEP, not on the student's disability. For the purpose of determining a student's instructional arrangement/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.).

The instructional arrangement is determined during the ARD meeting. The instructional arrangement for each student with a disability is reported to TEA via the PEIMS system. After the ARD meeting, the Evaluation Specialist, ARD Facilitator, or CCC must verify that the information on PEIMS 163 Record and Student Detail Report is correct. If there is an issue with the PEIMS 163 report, then that issue needs to be resolved, as soon as practicable, but no later than ten days from the date of the ARD meeting. See additional information in Section 8 on Special Education and Eligibility as it relates to the PEIMs reporting and your role in the FBISD's process called CertifyPEIMS.

VI – Instructional Arrangements & Settings

NO INSTRUCTIONAL SETTING (SPEECH THERAPY ONLY)

Code 00

This code indicates that although the student receives some special education services (such as speech therapy), an instructional setting is not appropriate. This instructional arrangement/setting code **always** applies to a student receiving speech therapy only.

The code 00 applies to those students who are receiving speech therapy and no other instructional service (i.e. in class support, resource). If students receive another instructional service with speech therapy then the student is an in instructional arrangement other than 00.

Services such as physical therapy or occupational therapy are not instructional. Therefore, students receiving OT and PT as well as speech could be coded s a 00.

Speech Therapy Indicator Codes

In Texas, speech-language therapy services are considered an instructional service. This means that speech therapy can be a stand-alone service (student does not receive any other service that is provided through an instructional setting). Speech therapy can also be a related service (student receives speech therapy in addition to a service that is provided through another instructional setting).

Indicator Code 1 – Speech Therapy

This code indicates that a student only receives speech therapy (regardless of the environment where the speech therapy services are provided)—or receives speech therapy and another special education related service (such as occupational therapy)—and that an instructional setting (for example, resource room) is not appropriate. The indicator code 1 is used for students with an instructional arrangement of 00. Example: 00-1

Indicator Code 2- Speech Therapy with Other Services

This code indicates that a student receives speech therapy along with other services through another special education instructional setting (for example, resource room). The indicator code 2 is used for students with any other instructional arrangement other than 00. Example: 40-2

Indicator Code 0 – No Speech Therapy

This code indicates that a student does not receive speech therapy and does not have an instructional arrangement of 00. Example: 41:0

HOMEBOUND

Code 01

To be placed in the special education homebound instructional arrangement/setting, a student 6 years or older must the following four criteria:

1. Be eligible for special education and related services as determined by an ARD committee,
2. Be expected to be confined at home or in a hospital bedside for a minimum of 4 weeks (*the weeks need not be consecutive if the student is chronically ill)*,
3. Be confined at home or hospital for medical reasons only, and
4. Have a medical condition that is documented by a physician licensed to practice in the United States. Refer to 19 T.A.C § 89.63 (c)(2)(A) and Board Policy EEH (local).
5.

Infants and toddlers from birth through age 2 may be placed in the homebound instructional setting if their IFSP committee determines that placement is appropriate. Students age 3 through 5 years may be placed in the homebound instructional setting if their ARD committees determine that placement is appropriate. 19 T.A.C. §89.63.

A student's IFSP or ARD committee determines the amount of services to be provided to the student in this instructional setting.

A student aged 6 or older who meets the four criteria above does not need to meet the criteria in the federal definition for other health impairment (OHI) to be eligible for homebound services. Neither does a student under the age of 6 for whom an ARD or IFSP committee has determined that the homebound instructional setting is appropriate.

Homebound Notes

In making eligibility and placement decisions, the ARD committee must consider information from the licensed physician. However, the documentation from the licensed physician should not be the sole consideration in the committee's decision-making process.

The teacher serving a student at home or hospital bedside ("homebound teacher") while the student is in the special education homebound setting must be a certified special education teacher.

A student aged 6 years or older who is served in the special education homebound instructional setting retains the same ADA eligibility code he or she had before receiving homebound services, regardless of how many hours the student will be served in the homebound instructional setting.

Homebound Funding Chart

Amount of Time Served per Week	Eligible Days Present Earned per Week
1 hour	1 day present
2 hours	2 days present
3 hours	3 days present
4 hours	4 days present (if the week is a 4 day week) 5 days present (if the week is a 5 day week)
More than 4 hours	4 days present (if the week is a 4 day week) 5 days present (if the week is a 5 day week)

Pregnancy Related Services (PRS) and Special Education Services (SPED)

Regular education students must not be referred for special education services just because they become pregnant. Regular education students who must be confined to the home or hospital bedside for pregnancy-related issues are to be provided CEHI and other PRS components through a PRS program.

In Fort Bend ISD, the district must provide special education students who become pregnant with access to the services offered through the PRS program. A pregnant special education student's admission, review, and dismissal (ARD) committee and PRS program staff members must collaboratively address the student's service needs.

ARD Committee Meetings and PRS

An ARD committee meeting should be held promptly after your district learns of a special education student's pregnancy to determine the appropriate services for the student. A pregnant special education student's ARD committee must meet as necessary to address any changes in the student's needs.

During the periods of confinement to the home or hospital bedside, special education services must be provided in the homebound instructional setting.

The district must serve a special education student with special education homebound services and PRS during any periods of confinement regardless of the anticipated period of confinement (that is, the student must be served even when the period of confinement is expected to be fewer than 4 consecutive weeks or fewer than 4 weeks total for the school year).

Furthermore, the period of homebound postpartum services for a special education student may exceed 10 weeks if determined necessary by the ARD committee. However, the PRS components are

limited to a maximum of 10 weeks of reimbursable service, and the PRS indicator code may no longer be used after the 10th week has ended.

In addition to the homebound instructional services provided to the student through the special education program, the PRS program must provide at least 2 hours a week of PRS support services for 2–5 days attendance credit and at least 1 hour for 1 day attendance credit. The additional hours provided through the PRS program may include any of the support services such as counseling, support to instructional services, parenting instruction, etc.

A certified teacher, nurse, counselor, or social worker must provide the additional hours of PRS support services for a special education student and must maintain logs documenting the actual amount of services each special education student receives.

Preschool Program for Children with Disabilities and Homebound Services

Students aged 3 to 5 years for whom the ARD committee has determined that homebound is the appropriate instructional setting should be reported with a grade level of EE (early education) and with the ADA code show in the following table:

ADA Eligibility Coding for Students Receiving Preschool Program for Children with Disabilities Services in the Homebound Instructional Setting

Amount of Time Served per Week	ADA Eligibility Code
Fewer than 2 hours per week	0 – enrolled, not in membership
At least 2 hours but fewer than 4 hours per week	2 – eligible for half-day attendance
At least 4 hours per week	1 – eligible for full-day attendance

The certified special education teachers and related service staff providing services must keep a log of the amount of time spent serving the student. The minimum documentation required in a homebound log (the attendance record maintained by a homebound teacher or provider of related services) is as follows:

1. The name of the homebound teacher or related service provider
2. The student's name and Texas Unique Student ID
3. The date that the homebound teacher or related service provider visited the homebound student, and
4. The specific time period that the student was served (for example, 10:00 a.m. until 12:00 p.m.)

The district also requires mileage forms to be maintained and information about which subjects were taught.

Test Administration and the Homebound Instructional Setting

A student receiving services in the special education homebound instructional setting may earn eligible days present as stated in the chart above when a certified special education teacher administers routine quizzes, daily or weekly classroom exams, etc., that are required as part of the instructional requirements of a class.

A student being administered standardized, 6 weeks, semester, or final exams or required state assessments is limited to earning 1-day present for a minimum of 1 hour or more of testing in one calendar day. When it takes the student more than one hour to complete the exam, the additional contact hours must not be credited as attendance.

If the routine, standardized, 6 weeks, semester, or final exam administration or required state assessment testing requires less than one hour, then the certified special education teacher must complete the hour with homebound instruction for the student to earn one-day present. For example, say a student is administered a final exam, and it takes her 30 minutes to complete the exam. The student must receive an additional 30 minutes of homebound instruction to earn one-day present.

A student receiving services in the special education homebound instructional setting who returns to his or her campus to take required state assessments must have a medical release from a licensed physician to do so. The time spent on campus taking the required state assessments must not count as any part of the number of hours of homebound service for eligible days present.

Transition from Homebound to the Classroom

A student transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the requirements shown in the homebound funding chart.

The ARD committee must determine the length of the transition period based on current medical information. The ARD Committee must document in the comment section on the Schedule of Services page which services are provided at campus or on Homebound.

During the transition period, students are to be served in the homebound instructional setting for the period of time each week specified by the ARD committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes because funding will be based on instruction in the homebound setting.

Once the student has completed the transition period as determined by the ARD committee, the student no longer generates eligible days present according to the homebound funding chart, but instead, generates attendance based on whether the student is present at the official attendance-taking time.

Transitioning Students with Chronic Illness between Homebound and the Classroom

A student with a chronic illness or acute health problem that is a long-term condition that requires the student to be in the homebound instructional setting for at least 4 weeks will generate contact hours based on the following:

1. Students transitioning back to a school-based placement may continue to be coded homebound during the transition period subject to the Homebound Funding Chart.
2. The length of the transition period must be determined by the ARD committee based on current medical information.

During the transition period, students are to be served in the homebound instructional setting for the period of time each week as specified by the ARD committee. Any student attendance in the classroom that is generated during the transition period will not be reported for funding purposes because funding will be based on instruction in the homebound setting.

Once the student has completed the transition period as determined by the ARD committee, the student no longer generates eligible days present according to the homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

Students with a Recurring Chronic or Acute Health Condition

A student with a chronic illness or acute health problem **that is a recurring condition** that requires the student to be in the homebound instructional setting for a period of time (which should be in weekly increments) totaling at least 4 weeks throughout the school year will generate contact hours based on the following:

1. Students moving back and forth between the homebound instructional setting and a school-based placement must be coded homebound for those days they are in the homebound instructional setting subject to the Homebound Funding Chart.
2. Students with a recurring condition generally do not require a transition period.
3. Use the following chart to determine how to record attendance and instructional arrangement/setting code information for students with a recurring condition.

For any week in which the student with the recurring condition…	**The student earns contact hours and/or attendance…**	**The student's instructional arrangement/setting code should be…**
…is served solely in the homebound instructional setting,	…according to the requirements of the Homebound Funding Chart.	…01, homebound.
...is served for at least 4 hours in the homebound instructional setting **and** attends school at his or her campus,	…according to the requirements of the Homebound Funding Chart.	…01, homebound, regardless of the fact that the student attended school at his or her

For any week in which the student with the recurring condition…	The student earns contact hours and/or attendance…	The student's instructional arrangement/setting code should be…
		campus in addition to receiving homebound instruction.
...is served from 1 to 3 hours in the homebound instructional setting **and** attends school at his or her campus,	…according to the requirements of the Homebound Funding Chart for those days the student is provided instruction in the homebound setting **and** according to whether the student is present during the official attendance-taking time for those days the student attends school at his or her campus.	…01, homebound, for those days the student is provided homebound instruction **and** the code for the applicable non-homebound special education instructional arrangement setting* the student is served in while at school (for example, 40, special education mainstream) for those days the student attends school.

* The instructional arrangement/setting in which the student is to be served while at school should be specified in the student's IEP.

The ARD Committee must document in the comment section on the Schedule of Services page which services are provided at campus or on Homebound.

Regardless of how many hours of homebound instruction a student is provided or how many days that student is in attendance at his or her campus, the student may not generate more than the equivalent of one ADA.

If the student fully transitions to classroom placement, the student no longer generates eligible days present according to the homebound funding chart but instead generates attendance based on whether the student is present at the official attendance-taking time.

Attendance Accounting and Documentation

To document the changing instructional arrangements/settings for students with a recurring condition for attendance reporting and auditing purposes, district personnel must keep a log of the student's attendance information.

The eligible days present should be recorded in your district's student attendance accounting system. Any time not accounted for should be reported as absences.

Homebound: Career and Technical Education (CTE) Funding Requirements

For a student to earn CTE contact hours while also being provided CEHI, the student must continue to receive the same amount and type of CTE service that she was receiving before she began receiving CEHI. The CTE instruction that the student receives at home or hospital bedside must be **in addition** to the 4 hours necessary for CEHI. The CEHI teacher providing the additional hours for the CTE courses must maintain a log to verify all contact hours with students.

See Section 5 of the Special Education Handbook for additional procedures for Homebound Services.

HOSPITAL CLASS

Code 02

This instructional arrangement/setting code should be used when a student is provided special education instruction in a classroom in a hospital facility or a residential care and treatment facility not operated by Fort Bend ISD. A student with a disability who is served in but not residing in the facility is considered to be in an *off home campus* instructional setting. If the student residing in the facility is provided special education services on a school campus, the student is not considered to be in a hospital class. 19 T.A.C. §89.63 (c)(3).

Hospital Class - Career and Technical Education Funding Requirements

For a hospital class student to earn career and technical contact hours, the student must continue to receive the same amount and type of career and technical service that he or she was receiving before being placed in the hospital class instructional setting. Career and technical education teachers must maintain a log to verify all contact hours with hospital class students.

VOCATIONAL ADJUSTMENT CLASS/PROGRAM

Code 08

This instructional arrangement/setting code is used for a student who is participating in a special education work based learning program and is employed in a paid or unpaid full-or part-time job with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP. 19 T.A.C. §89.63 (c)(9)

This instructional arrangement/setting code must be used in conjunction with the student's individual transition plan and only after Fort Bend ISD's career and technical education classes have been considered and determined inappropriate for the student by the student's ARD Committee.

This code applies to a student in paid full-time or part-time **employment,** as documented in the IEP. This instructional setting code should not be confused with general career and technical education classes that are offered by Fort Bend ISD.

A student with a disability may participate in other occupational preparation programs (which do not generate special education contact hours), including general career and technical education. However, the student must be employed or receiving vocational training through internship or volunteer experience while receiving special education services as required in the IEP and coded VAC (08) to claim special education contact hours.

STATE SUPPORTED LIVING CENTERS

Code 30

This instructional arrangement/setting code is used for a student who is provided special education and related services and who currently resides at a state school when the services are provided at a state school location. If services are provided on a local district campus, the student is coded residential care and treatment facility. 19 T.A.C. §89.63 (c)(11)

A student for whom this code is used may also generate special education contact hours in speech therapy. The thirteen state schools in Texas currently serving students 0 through 21 years of age are the following:

- Abilene State Supported Living Center
- Austin State Supported Living Center
- Brenham State Supported Living Center
- Corpus Christi State Supported Living Center
- Denton State Supported Living Center
- El Paso State Supported Living Center
- Lubbock State Supported Living Center
- Lufkin State Supported Living Center
- Mexia State Supported Living Center
- Richmond State Supported Living Center
- Rio Grande State Supported Living Center
- San Angelo State Supported Living Center
- San Antonio State Supported Living Center

CTE Contact Hours for Students in State Supported Living Centers

For a student in a state supported living center to earn CTE contact hours, the student must continue to receive the same amount and type of CTE service that he or she was receiving before being placed in the state supported living center instructional setting. CTE teachers must maintain a log to verify all contact hours with students in a state supported living center.

VI – Instructional Arrangements & Settings

Infants (Birth through 2 years of Age)

Code 31 – Home Based Instruction

Important: Only a district that operates an ECI program through a contract with the Texas Department of Assistive and Rehabilitative Services may code an infant with this instructional setting code.

An instructional setting code of 31, home-based instruction, is used for an infant (birth through age 2) to whom early intervention services are provided in the client's home. It is used when both parent training and infant instruction are provided. When direct care of the infant is given by someone other than the natural parent, the direct care provider also receives training. This instructional setting does not generate contact hours or ADA.

Code 32 – Center Based Instruction

An instructional setting code of 32, center-based instruction, is used for an infant (birth through age 2) when the infant and his or her family are provided early intervention services through an ECI program operated through the Texas Department of Assistive and Rehabilitative Services and in a facility such as a school, rehabilitation center, clinic, or day care center. This instructional setting code does not generate contact hours or ADA.

Code 34 – Other Environment

Important: Only a district that operates an ECI program through a contract with the Texas Department of Assistive and Rehabilitative Services may code an infant with this instructional setting code.

Infants receiving early intervention services in an environment other than a home or a center should be coded with an instructional setting code of 34, other environment. It is used when both parent training and infant instruction are provided. When direct care of the infant is given by someone other than the natural parent, the direct care provider also receives training. This instructional setting does not generate contact hours or ADA.

VI – Instructional Arrangements & Settings

MAINSTREAM

Code 40

This instructional arrangement/setting code is used for a student who is provided special education and related services in the general classroom in accordance with the student's IEP. The term *special education* means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability. *Specially designed instruction* means content, methodology, or delivery of instruction that has been adapted, as appropriate to the needs of an eligible child, to:

1. address the unique needs that result from the child's disability, and;
2. ensure access of the child to the general curriculum. 34 C.F.R. §300.39

Examples of special education and related services, provided to a student in the mainstream instructional setting include, but are not limited to, direct instruction, helping teacher, team teaching, co-teaching, interpreter, education aides, curricular or instructional modifications or accommodations, special materials or equipment, consultation with the student and his or her general classroom teacher(s), staff development, and reduction of ratio of students to instructional staff members.

Mainstream Requirements

For a student to be coded with an instructional setting code of 40 (Special Education Mainstream), the student must have:

1. Special education and related services provided in a general education classroom on a regularly scheduled basis;
2. An IEP specifying the special education and related services that enable the student to access the general curriculum and to make progress toward individual goals and objectives; and
3. Certified special education personnel involved in the implementation of the student's IEP through the provision of direct, indirect, and/or support services:
    a. to the student in the general education classroom and/or;
    b. in collaboration with the student's general education classroom teachers(s).

Monitoring student progress in and of itself does not constitute a special education service. If certified special education personnel are only monitoring student progress, mainstream special education funding must not be generated. Note: if no special education services are being provided, the student should be dismissed from special education.

Requirements Related to Teachers Providing Instruction in Mainstream Settings: A student with a disability receives specially designed instruction. The specially designed instruction documented in the IEP is provided by special education personnel. One teacher, even if dually certified, must not serve in both a general education and a special education role simultaneously when serving students in grades K–12. Students with disabilities who are aged 3 or 4 years may have an instructional setting code of 40, mainstream, if special education services are provided in classroom settings with nondisabled peers.

The only context in which a dually certified teacher may serve in both a general education and a special education role is in an early childhood program for students aged 3 or 4 years.

RESOURCE ROOM/SERVICES

Codes 41 or 42

This instructional arrangement/setting code is used for a student who is provided special education and related services in a setting other than general education for less than 50% of the student's school day. 19 T.A.C. §89.63 (c)(5).

> Code 41 indicates a student is provided special education and related services in a setting other than general education for less than 21% of the student's instructional day.
>
> Code 42 indicates a student is provided special education and related services in a setting other than general education for at least 21% but less than 50% of the student's instructional day.

Code 41 or 42 is used for a student who is receiving related services in a special education setting. Related services include but are not limited to physical therapy, occupational therapy, and counseling by a certified or licensed counselor on a regularly scheduled basis. These related services must be documented in the IEP, and they must be required to assist a child with a disability to benefit from special education.

Note that if a student receives special education services and speech therapy, the appropriate resource room code is used, and the speech therapy indicator code is reported as 2.

If the student is a 3- or 4-year-old student in a PK classroom and is ineligible for PK services, code 42 is used even if the student is not pulled out of the classroom to receive special education and related services.

Codes 41 and 42 should **not** be used for a student receiving special education services solely in a general education class, with the exception of 3- and 4-year-old students described above related to code 42.

VI – Instructional Arrangements & Settings

SELF-CONTAINED, MILD/MODERATE/SEVERE, REGULAR CAMPUS

Codes 43 or 44

This instructional setting code is used for a student who is provided special education and related services and is in a self-contained class or classes for 50% or more of the student's instructional day, on a regular school campus.

Code 43 indicates a student is provided special education and related services and is in a self-contained class or classes at least 50% but no more than 60% of the student's instructional day, on a regular school campus.

Code 44 indicates a student is provided special education and related services and is in a self-contained class or classes more than 60% of the student's instructional day, on a regular school campus.

Additional Guidelines for Instructional Setting Codes 41-44

Base a student's resource room/services or self-contained, mild/moderate/severe, regular campus instructional setting code 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, not on the student's disability. 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.).

For example, if a student is provided:

- special education and related services for less than 50% of his or her instructional day in a setting other than general education, the student's instructional setting code would be 41 or 42.
- special education and related services for 50% or more of the student's instructional day in a self-contained program on a regular education campus, the student's instructional setting code would be 43 or 44.
- full-time early childhood (preschool program for children with disabilities) special education and related services in educational programs designed primarily for children with disabilities located on regular school campuses and the student is 3 through 5 years of age, the instructional setting code would be 45.

When determining a student's instructional setting code (other than mainstream), include the percentage of time allocated for speech therapy services (outside of the general education setting) in the percentage of time in the special education setting.

When determining the instructional setting code for a student who attends school less than a full day, use the number of instructional hours he or she attends as determined by the ARD committee as the student's instructional day. Then, review the number of hours in the instructional day that the student receives special education services to determine the student's instructional setting code.

The following chart shows the instructional setting codes for departmentalized classrooms. This chart is based on fixed instructional periods (all periods are the same length of time each day). For example, an eight-period instructional day consists of eight periods, each equal in length.

Number of Periods of Special Education Instruction per Day*	**8-Period Instructional Day**	**7-Period Instructional Day**	**6-Period Instructional Day**	**5-Period Instructional Day**
One Spec Ed Period	Resource (41)	Resource (41)	Resource (41)	Resource (41)
Two Spec Ed Periods	Resource (42)	Resource (42)	Resource (42)	Resource (42)
Three Spec Ed Periods	Resource (42)	Resource (42)	Mild/Mod/Sev (43)	Mild/Mod/Sev (43)

VI – Instructional Arrangements & Settings

Number of Periods of Special Education Instruction per Day*	8-Period Instructional Day	7-Period Instructional Day	6-Period Instructional Day	5-Period Instructional Day
Four Spec Ed Periods	Mild/Mod/Sev (43)	Mild/Mod/Sev (43)	Mild/Mod/Sev (44)	Mild/Mod/Sev (44)
Five Spec Ed Periods	Mild/Mod/Sev (44)	Mild/Mod/Sev (44)	Mild/Mod/Sev (44)	Mild/Mod/Sev (44)
Six Spec Ed Periods	Mild/Mod/Sev (44)	Mild/Mod/Sev (44)	Mild/Mod/Sev (44)	
Seven Spec Ed Periods	Mild/Mod/Sev (44)	Mild/Mod/Sev (44)		
Eight Spec Ed Periods	Mild/Mod/Sev (44)			

*If a student receives special education and related services outside of the general education classroom on less than a daily basis, determine the percentage to be used in determining the appropriate instructional setting code by dividing the total minutes of instruction outside the general education classroom for the week by the total instructional minutes for the week.

Semester Block Scheduling

If your district operates semester block scheduling, use the chart above to convert a four-period instructional day to an eight-period instructional day, and code students accordingly (assuming periods are equal in length). Coding for students on a semester block schedule must be determined each semester. Your district must consider the individual needs of students with disabilities when scheduling courses in a semester block.

For example, say that in the first semester a student attends two general education classes and two special education classes. Convert the student's four-period instructional day to an eight-period instructional day. The student's converted schedule is four general education classes and four special education classes. According to the chart, the student's instructional setting code would be 43, self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%. Apply this type of conversion to each semester class schedule.

AB Block Scheduling

Students in AB block scheduling should be coded based on a review of the entire instructional block. For example, if a child attends four instructional periods on Monday and four different instructional periods on Tuesday, and these eight classes structure the instructional configuration, then coding determinations are based on the eight-period instructional day (see previous chart).

Schedules in Which Instructional Periods Are Not Equal in Length

If instructional periods are not equal in length, make a coding determination for a student after first calculating the percentage of his or her instructional day that the student spends receiving special education and related services. Calculate this percentage by dividing the student's number of special

education and related services instruction minutes by the student's total number of instructional minutes.

$$\frac{\text{\# of special education and related services instructional minutes}}{\text{total \# of instructional minutes}}$$

Preschool Programs for Children with Disabilities (PPCD)

Eligible children with disabilities aged 3 through 21 years are entitled to receive a FAPE under the Individuals with Disabilities Education Act (IDEA). In Texas, school district PPCDs provide special education and related services for eligible children with disabilities aged 3 through 5 years. Any child aged 3 through 5 years who is eligible for and receiving special education and related services through a school district is considered to be receiving PPCD services.

PPCD refers to the services by the school district, not the place where they are provided. Eligible children may receive PPCD services in a variety of settings, including district settings, such as PK, resource, and self-contained classrooms, and community settings, such as community-based Head Start programs and preschools. Students three and four years old who receive speech therapy only are also categorized as receiving PPCD services.

A student receiving PPCD services may have a grade level of EE, PK, or K(kindergarten), depending on the student's age, the location where services are provided, and whether the student is eligible for PK.

PPCD services are special education services provided to children aged 3 through 5 years. To receive PPCD services, a child aged 3 through 5 years must meet the same eligibility requirements as other special education students. An ARD committee must meet and document in the student's record that the student is eligible to receive services through this program.

Code 45

This instructional arrangement/setting code is used for children ages 3 through 5 who receive full-time special education and related services in educational programs designed primarily for children with disabilities located on regular school campuses. *A student for whom this code is used does not receive any special education and related services in a regular early childhood setting or spend any part of the instructional day in a regular early childhood setting. If a student receives any amount of special education and related services in a regular early childhood setting or spends any part of the instructional day in a regular early childhood setting, this instructional setting code is not applicable.*

PPCD Services and PK Programs

A student who is eligible for PPCD services may or may not be eligible for free public PK enrollment. Eligibility for free public PK programs is limited by statute. For the eligibility criteria for free PK, see Texas Education Code 29.153, Free Prekindergarten for Certain Children.

When a student is eligible for both special education and PK is served in a PK classroom, the student should be assigned the appropriate instructional setting code based on the location, amount, and type of special education services provided to the student. The student is eligible for a full-day attendance (ADA eligibility code of 1) if the student is scheduled for and receives at least 4 hours instruction and

services (that is, receives at least 2 hours of PK program instruction). The student is eligible for half-day attendance (ADA eligibility code of 2) if the student is scheduled for and receives at least 2 hours but fewer than 4 hours of instruction or services.

When a student who is eligible for special education but is not eligible for PK is served in a PK classroom, the student's instructional setting code should be determined based on the information in the chart on included in the 2016-2017 Student Attendance Accounting Handbook. The student's ADA eligibility is determined by the amount of time that the student is provided **special education** services each day. The student is eligible for full-day attendance (ADA eligibility code 1) if the student is scheduled for and receives at least 2 hours but fewer than 4 hours of **special education** services each day.

When a student who is eligible for special education but not eligible for PK is served in a PK classroom, *a special education teacher must be in the classroom for the student's entire instructional day for ADA and weighted funding to be generated.*

Coding Chart 1: PPCD Services and PK													
Description of Services	**Student Age[1]**	**ADA Elig. Code**	**Instructional Setting Code**	**Grade Level**	**PPCD Ind.**	**ECI Ind.**	**Child Count**	**ADA Elig. Code**	**Instructional Setting Code**	**Grade Level**	**PPCD Ind.**	**ECI Ind.**	**Child Count**
		Coding Information for Student Who Is Eligible for Both Special Education AND PK						**Coding Information for Student Who Is Eligible for Special Education BUT Ineligible for PK[2]**					
served in the PK classroom by PK and special education teachers for ½ day (at least 2, but fewer than 4 hours)[3]	3 or 4	2 half-day	40	PK	1	0	3	2 half-day	40	EE	1	0	3
served in the PK classroom by PK and special education teachers for full day (at least 4 hours)[3]	3 or 4	1 full-day	40	PK	1	0	3	1 full-day	40	EE	1	0	3
served in the ½ day PK classroom but leaves for special education and related services in a self-contained (S-C) environment less than 21% of the instructional day	3 or 4	2 half-day	41	PK	1	0	3	5 ineligible half-day	41	EE	1	0	3
served in the ½ day PK classroom but leaves for special education and related services in a S-C environment at least 21% but less than 50% of the instructional day	3 or 4	2 half-day	42	PK	1	0	3	5 ineligible half-day	42	EE	1	0	3
served in the ½ day PK classroom but leaves for special education and related services in a S-C environment at least 50% but less than 60% of the instructional day	3 or 4	2 half-day	43	PK	1	0	3	5 ineligible half-day	43	EE	1	0	3
served in the PK classroom for ½ day and in a S-C classroom for the other ½ day	3 or 4	1 full-day	43	PK	1	0	3	2 half-day	43	EE	1	0	3
served in the PK classroom by PK and special education teachers for ½ day and in a S-C classroom for the other ½ day	3 or 4	1 full-day	43	PK	1	0	3	1 full-day[3]	43	EE	1	0	3
served in the ½ day PK classroom but leaves for special education and related services in a S-C environment more than 60% of the instructional day	3 or 4	2 half-day	44	PK	1	0	3	5 ineligible half-day	44	EE	1	0	3
served in a S-C classroom by a special education teacher for at least 2 hours, but fewer than 4 hours each day (Students in this setting receive only special education and related services)[4]	3 or 4	2 half-day	45	EE	1	0	3	2 half-day	45	EE	1	0	3
served in a S-C classroom by a special education teacher for at least 4 hours each day (Students in this setting receive only special education and related services.)[4]	3 or 4	1 full-day	45	EE	1	0	3	1 full-day	45	EE	1	0	3
served in the ½ day PK classroom and the only sp. ed. svc. the student receives is 1 hour speech therapy/wk.	3 or 4	2 half-day	00	PK	1	0	3	5 ineligible half-day	00	EE	1	0	3

Note: The examples in this chart related to PK programs assume that your district provides both a 3-year-old PK program and a 4-year-old PK program. For PK eligibility requirements,

ADA eligibility code rules: General: 0 = enrolled fewer than 2 hours per *day*, 2 = enrolled 2+ but fewer than 4 hours per *day*, 1 = enrolled at least 4 hours per *day*
Homebound: 0 = enrolled fewer than 2 hours per *week*, 2 = enrolled 2+ but fewer than 4 hours per *week*, 1 = enrolled at least 4 hours per *week*
Students whose only special education service is speech therapy and who are served fewer than 2 hours each day are coded with an ADA eligibility code of 0.

[1] An eligible special education student must be provided special education services beginning on his or her third birthday, even if his or her birthday falls after September 1.

[2] Ineligible PK students may be served in the PK classroom only if space is available and other eligible PK students are not denied enrollment.

[3] The PK and special education teachers must be teaching concurrently for the entire half day (if student is to be eligible for half-day attendance) or for the entire day (if student is to be eligible for full-day attendance).

PPCD Services and Kindergarten Programs

An eligible student who receives special education services and attends full-day kindergarten program is eligible for a full day of attendance (ADA code 1). The student should be assigned the appropriate instructional setting code based on the location, amount, and type of special education services provided to the student.

An eligible student who receives special education services in addition to attending a half-day kindergarten program is also eligible for a full day attendance (ADA eligibility code 1) if the student is scheduled for and receives at least 4 hours of instruction and services (that is, receives at least 2 hours of special education services in addition to the 2 hours of kindergarten program instruction). The student should be assigned the appropriate instructional setting code based on location, amount, and type of special education services provided to the student.

If a kindergarten student who receives special education services turns 6 years old during the school year, the PPCD indicator code for that student should be changed from 1 to 0 on the date that the student turns 6. Also, note that a 6-year-old student must not have an instructional setting code of 45, full –time early childhood (PPCD) special education setting.

VI – Instructional Arrangements & Settings

Coding Chart 2: Kindergarten and Special Education Services								
	Age 09/01	Current Age	ADA Elig. Code	Instructional Setting Code	Grade Level	PPCD Ind.	ECI Ind.	Child Count
A kindergarten student eligible for special education services who is:								
attending a kindergarten classroom for his or her entire instructional day and receives special education services in the kindergarten classroom	5	5	1 full-day or 2 half-day	40	KG	1	0	3
attending a kindergarten classroom for his or her entire instructional day and receives special education services in the kindergarten classroom	5	6	1 full-day or 2 half-day	40	KG	0	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for less than 21% of the day	5	5	1 full-day or 2 half-day	41	KG	1	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for less than 21% of the day	5	6	1 full-day or 2 half-day	41	KG	0	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for at least 21% but less than 50% of the day	5	5	1 full-day or 2 half-day	42	KG	1	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for at least 21% but less than 50% of the day	5	6	1 full-day or 2 half-day	42	KG	0	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for at least 50% but less than 60% of the day	5	5	1 full-day or 2 half-day	43	KG	1	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for at least 50% but less than 60% of the day	5	6	1 full-day or 2 half-day	43	KG	0	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for more than 60% of the day	5	5	1 full-day or 2 half-day	44	KG	1	0	3
attending a kindergarten classroom and receives special education and related services in a special education setting for more than 60% of the day	5	6	1 full-day or 2 half-day	44	KG	0	0	3
served in a self-contained classroom for a full or half day (Students in this setting receive only special education and related services.) [1]	5	5	1 full-day or 2 half-day	45	KG	1	0	3
served in a self-contained classroom for a full or half day (Students in this setting receive only special education and related services.)	5	6	1 full-day or 2 half-day	44	KG	0	0	3

ADA eligibility code rules:

General: 0 = enrolled fewer than 2 hours per *day*, 2 = enrolled 2+ but fewer than 4 hours per *day*, 1 = enrolled at least 4 hours per *day*
Homebound: 0 = enrolled fewer than 2 hours per *week*, 2 = enrolled 2+ but fewer than 4 hours per *week*, 1 = enrolled at least 4 hours per *week*
Students whose only special education service is speech therapy and who are served fewer than 2 hours each day are coded with an ADA eligibility code of 0.

PPCD Services and Head Start

Your district and a Head Start program should provide collaborative services as documented in a memorandum of understanding between the two entities. For students with disabilities served in a district-operated or community-based Head Start program, refer to the chart below to make coding determinations for grade level, instructional setting code, and PPCD indicator.
ADA eligibility and weighted funding for these arrangements depend on the amount of time served directly by special education staff members, since Head Start attendance does not generate ADA or weighted funding.

PPCD Services and Students Served in a District-Operated Preschool or Child Care Facility
(FBISD has a District-Operated Day Care and the PPCD site is called Hand-in-Hand)
For students with disabilities served in a district-operated preschool or child care facility, refer to the chart below to make coding determinations for grade level, instructional setting code, and PPCD indicator. ADA eligibility and weighted funding for these arrangements depend on the amount of time served directly by special education staff members, since preschool and child care services do not generate ADA or weighted funding.
If your district establishes an early childhood education program to serve all 3- and/or 4-year-olds regardless of eligibility or other criteria, your district may use the mainstream code (40) for a student in the program who receives special education services (other than speech therapy) in the general classroom. However, for the mainstream code to be used for the student, the majority of students in his or her class must be students who are not receiving special education services.
District-operated preschool and child care settings include, but are not limited to, a staff child day care facility, a staff child care center open to the community, and a district therapy setting not primarily designed for children with disabilities and in which the majority of the children are nondisabled.

Coding Chart 3: PPCD Services Provided to a Student in a Head Start Program, Preschool, or Child Care Facility							
	Student Age [1]	ADA Elig. Code	Instructional Setting Code	Grade Level	PPCD Ind.	ECI Ind.	Child Count
Community-based: A student who is eligible for special education services, is receiving services in a community-based Head Start program, community-based preschool, or community-based child care facility, and is:							
served (in a collaborative effort with Head Start, preschool, or child care personnel) by a special education teacher for at least 2 hours but fewer than 4 hours each day	3 or 4	2 half-day	91	EE	1	0	3
served (in a collaborative effort with Head Start, preschool, or child care personnel) by a special education teacher for 4 or more hours a day	3 or 4	1 full-day	91	EE	1	0	3
served in a self-contained classroom within the Head Start program location, preschool, or child care facility by a special education teacher for at least 2 hours but fewer than 4 hours each day	3 or 4	2 half-day	97	EE	1	0	3
served in a self-contained classroom within the Head Start program location, preschool, or child care facility by a special education teacher for more than 4 hours each day	3 or 4	1 full-day	97	EE	1	0	3
District-operated: A student who is eligible for special education services, is receiving services in a district-operated Head Start program, district-operated preschool, or district-operated child care facility, and is:							
served (in a collaborative effort with Head Start, preschool, or child care personnel) by a special education teacher for at least 2 hours but fewer than 4 hours each day	3 or 4	2 half-day	40	EE	1	0	3
served (in a collaborative effort with Head Start, preschool, or child care personnel) by a special education teacher for 4 or more hours a day	3 or 4	1 full-day	40	EE	1	0	3
served in a self-contained classroom within the Head Start program location, preschool, or child care facility by a special education teacher for at least 2 hours but fewer than 4 hours each day	3 or 4	2 half-day	45	EE	1	0	3
served in a self-contained classroom within the Head Start program location, preschool, or child care facility by a special education teacher for more than 4 hours each day	3 or 4	1 full-day	45	EE	1	0	3

PPCD Services and Private or Home School Student Aged 3 or 4 Years and in Need of Special Education

Under 19 TAC §89.1096, Provision of Services for Students Placed by Their Parents in Private Schools or Facilities, the amount and type, if any, of special education and related services made available by your district to students with disabilities placed in private schools or facilities are determined based on ongoing consultation with representatives of the private school and representatives of parentally placed private school students with disabilities and a proportionate share calculation.

Dual Enrollment of Private and Home School Student

If an ARD committee determines that a private or home student aged 3 or 4 years is eligible for and in need of special education instruction and/or related services, the parent may 1.) enroll the student only in the public school, 2.) "dual enroll" the student, or 3.) decline to enroll the student in the public school.

"Dual enrollment" means the enrollment of a 3 or 4-year-old student who is eligible for special education services in both a public school district, through which the student receives special education services, and a private or home school.

Parents of an eligible student have the right to "dual enroll" the student beginning on the student's third birthday and continuing until the end of the school year in which the student turns 5, or until the student is eligible to attend your district's public school kindergarten program, whichever comes first.

When parents choose to enroll a child under the dual enrollment provision, your school district should the following steps to enroll the student, based on services and amount of time needed to provide those services as set forth in the student's IEP:

1.
   - Enroll the student for at least 4 hours per day,
   - Count the student as eligible for full-day attendance (ADA eligibility code 1),
   - Record and instructional setting code for contact hours based on the student's special education service, and
   - Count the student on the annual federal child count indicator through the PEIMS; or
2.
   - Enroll the student for at least 2 hours but fewer than 4 hours per day
   - Count the student as eligible for half-day attendance (ADA eligibility code 2),
   - Record an instructional setting code for contract hours based on the student's special education service, and
   - Count the student on the annual federal child count indicator through PEIMS; or
3.
   - Enroll the student for fewer than 2 hours per day,
   - Count the student as enrolled but not in membership (ADA eligibility code 0), and
   - Count the student on the annual federal child count indicator through the PEIMS but not for ADA or contact hours.

RESIDENTIAL NON-PUBLIC SCHOOL

Code 50

This instructional arrangement/setting code is used for a student who is provided special education and related services through a contractual agreement with an approved residential nonpublic school. A student is placed in a residential nonpublic school through the ARD process. 19 T.A.C. §89.63 (c)(8); 34 C.F.R. §§300.146 and 300.147. This instructional arrangement/setting code does not generate ADA or contact hours. A residential nonpublic school student should be reported with an ADA eligibility code of 0 - Enrolled, Not in Membership and an instructional setting code of 50. At this time, Fort Bend ISD may contract with Bayes Achievement Center, Five Oaks Achievement Center, The Texas Hill Country School, and Whispering Hills Achievement Center as appropriate.

NON-PUBLIC DAY SCHOOL

Code 60

This instructional arrangement/setting code is used for a student who is provided special education and related services through a contractual agreement with a nonpublic school approved for special education. 19 T.A.C. §89.63 (c)(8); 34 C.F.R. §§300.146 and 300.147. This instructional arrangement/setting code does not generate ADA or contact hours. A nonpublic day school student should be reported with an ADA eligibility code of 0 - Enrolled, Not in Membership and an instructional arrangement/setting code of 60. At this time, Fort Bend ISD may contract with Avondale House, Five Oaks Achievement Center, Providence Treatment Center, River Oaks Academy, and Texana Children's Center for Autism when appropriate.

TEXAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

Code 70

This instructional arrangement/setting code is used for a student who is provided special education and related services at the Texas School for the Blind and Visually Impaired (TSBVI). This instructional arrangement/setting code does not generate ADA or contact hours. The TSBVI should report a student it serves with an ADA eligibility code of 0 - Enrolled, Not in Membership and an instructional arrangement/setting code of 70.

A local school district does not report a student who is served by the TSBVI. Your district should follow the student enrollment and withdrawal procedures as applicable in the Student Attendance Accounting Handbook.

TEXAS SCHOOL FOR THE DEAF

Code 71

This instructional arrangement/setting code is used for a student who is provided special education and related services at the Texas School for the Deaf (TSD). This instructional arrangement/setting code does not generate ADA or contact hours. The TSD should report a student it serves with an ADA eligibility code of 0 - Enrolled, Not in Membership and an instructional arrangement/setting code of 71. The TSD should report a student who is referred to the school by his or her parents/guardians with the student attribution code of 10 (on the PEIMS 101 Student Data – Demographic record).

A local school district does not report a student who is served by the TSD. Your district should follow the student enrollment and withdrawal procedures as applicable in Student Attendance Accounting Handbook.

RESIDENTIAL CARE AND TREATMENT FACILITY

Codes 81, 82, 83, 84, 85, 86, 87, 88, or 89

This instructional arrangement/setting code is used for a student who is provided special education and related services, who has a disability and resides in a care and treatment facility (including a licensed foster group home), and whose parents do not reside within the boundaries of the school district providing educational services to the student. 40 T.A.C. §749.43. For this code to be used for a student, the services must be provided on a local district campus. If the instruction is provided at the facility rather than on a school district campus, the instructional arrangement/setting code used should be *hospital class* (code 02). 19 T.A.C. §89.63 (c)(10)

Residential Care and Treatment Facility Categories

The categories for this instructional arrangement/setting are:

1. 81, residential care and treatment facility - mainstream;
2. 82, residential care and treatment facility - resource room/services - less than 21%;
3. 83, residential care and treatment facility - resource room/services - at least 21% but less than 50%;
4. 84, residential care and treatment facility - self-contained, mild/moderate/severe, regular campus - at least 50% but no more than 60%;
5. 85, residential care and treatment facility - self-contained, mild/moderate/severe, regular campus - more than 60%;
6. 86, residential care and treatment facility - separate campus;
7. 87, residential care and treatment facility - community class;
8. 88, residential care and treatment facility - vocational adjustment class; and
9. 89, residential care and treatment facility - full-time early childhood special education setting.

- Code 81 indicates a student resides in a facility and receives mainstream services on a local school district campus.
- Code 82 indicates a student resides in a facility and receives resource room/services for less than 21% of the student's total instructional day on a local school district campus.
- Code 83 indicates a student resides in a facility and receives resource room/services for at least 21% but less than 50% of the student's total instructional day on a local school district campus.
- Code 84 indicates a student resides in a facility and receives self-contained services for at least 50% but no more than 60% of the student's total instructional day on a local school district campus.
- Code 85 indicates a student resides in a facility and receives self-contained services for more than 60% of the student's total instructional day on a local school district campus.
- Code 86 indicates a student resides in a facility and receives special education and related services on a local school district campus in a self-contained program at a separate campus operated by Fort Bend ISD.

- Code 87 indicates a student resides in a facility and receives special education and related services by school district personnel in a facility (other than a nonpublic day school) not operated by a school district. This setting includes sheltered workshops.
- Code 88 indicates a student resides in a facility and receives VAC services.
- Code 89 indicates a student is 3 to 5 years of age, resides in a facility, and receives full-time special education and related services in educational programs designed primarily for children with disabilities on a local school district campus (other than a separate campus).

VI – Instructional Arrangements & Settings

OFF-HOME CAMPUS

Codes 91, 92, 93, 94, 95, 96, 97, or 98

This instructional setting code is used only for a student who is provided special education and related services and meets one of the following criteria:

1. The student is one of a group of students from more than one school district (such as Harris County Department of Education) served at a single location in another school district when a FAPE is not available in the sending district. 19 T.A.C. §89.63 (c)(7)(A);
2. The student is provided instruction by school district personnel in a facility (other than a nonpublic day school) not operated by a school district. 19 T.A.C. §89.63 (c)(7)(B); **or**
3. The student is in a self-contained program at a separate campus operated by your school district that provides only special education and related services. (e.g. ATP) 19 T.A.C. §89.63 (c)(7)(C).

Off-Home Campus Categories

The categories for this instructional arrangement/setting are:

1. 91, off home campus - mainstream;
2. 92, off home campus - resource room/services - less than 21%;
3. 93, off home campus - resource room/services - at least 21% and less than 50%;
4. 94, off home campus - self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%;
5. 95, off home campus - self-contained, mild/moderate/severe, regular campus - more than 60%;
6. 96, off home campus - separate campus;
7. 97, off home campus - community class (e.g. Project SEARCH at UnitedHealthcare) and
8. 98, off home campus - full-time early childhood special education setting.

- Code 91 indicates a student is receiving mainstream services in an off-home-campus setting.
- Code 92 indicates a student is receiving resource room/services for less than 21% of the student's total instructional day in an off-home-campus setting.
- Code 93 indicates a student is receiving resource room/services for at least 21% and less than 50% of the student's total instructional day in an off-home-campus setting.
- Code 94 indicates a student is receiving self-contained services for at least 50% and no more than 60% of the student's total instructional day in an off-home-campus setting.
- Code 95 indicates a student is receiving self-contained services for more than 60% of the student's total instructional day in an off-home-campus setting.
- Code 96 indicates a student is receiving special education and related services in a self-contained program at a separate campus operated by Fort Bend ISD. This code also applies to students' **aged 3 to 5** who receive special education and related services in a self-contained classroom on a separate campus.
- Code 97 indicates a student is receiving special education and related services by school district personnel in a facility (other than a nonpublic day school) not operated by a school

district (including sheltered workshops). This code also applies to students' ages 3 to 5 who receive special education and related services in a community setting. **This setting is used for ABS-West instructional arrangements.**

- Code 98 indicates a student who is 3 to 5 years of age is receiving full-time special education and related services in educational programs designed primarily for children with disabilities.

Extended School Year (ESY) Services

Your district will be funded for any ESY services it provides for special education students beyond the regular school year during a period such as winter, spring, or summer break. The ARD committee determines the need for ESY services based on documented evidence that the student may be expected to exhibit severe or substantial regression that cannot be recouped within a reasonable period of time.

The procedures for providing ESY services are as follows:

1. At the review of the student's IEP, the ARD committee members must consider whether a student will benefit from ESY services based on regression and recoupment information from the service providers, the student's parents, and evaluations (formal, informal, or both) provided by the LEA or the student's parents.

   A student who receives ESY services must be reported with the same instructional setting code with which the student was reported during the school year, if he or she had an instructional setting code for the school year.

   If a student is turning 3 years old during the summer, the ARD committee may begin to implement the IEP at the start of the school year. Or, if necessary for the student to receive a FAPE, the ARD committee may decide to begin to implement the IEP through ESY services.

2. Each special education teacher and related service provider who provides ESY services is responsible for maintaining an ESY services record or register of the actual instructional eye-to-eye contact hours that each student receives. The ESY services record or register must contain the following data:
   a. The name of the district and the campus
   b. The county-district-campus number
   c. The beginning and ending dates of each week of ESY services
   d. The grade level of each student as shown in the attendance system for the regular school year
   e. The student's name as shown in the attendance system for the regular school year
   f. The instructional setting code of the student as shown in the attendance system for the regular school year
   g. The total actual contact hours served. Each teacher or special education service provider must record in 30-minute increments the actual number of contact hours the student was served in class each day. Increments of fewer than 30 minutes are not counted.
   h. The total contact hours by instructional setting code, in order to sum the total ESY services contact hours for each instructional setting.

3. After the period for the provision of ESY services ends, the teachers and related service providers must sign ESY services records or registers and forward them to the superintendent (or the superintendent's designee) for safekeeping. Your district retains the ESY services records or

registers locally for audit purposes. Your district must report ESY services data to the TEA using **408 ESY Services Student Records** according to Section 2 of the PEIMS *Data Standards*.

Note: A student coded with an instructional setting code of 40, mainstream, is ineligible for state funding through ESY services. This prohibition does not mean that your district should not or cannot administer mainstream services as an ESY service. If a student who received mainstream services during the regular school year requires mainstream services through the summer, then your school district should serve the student accordingly. However, funding for the mainstream service must come from sources other than those for ESY services.

Special Education Contact Hours

The Student Detail Report should reflect eligible special education days present for each eligible student receiving special education services. Campus Summary Reports and District Summary Reports should document **total** eligible special education days and total special education contact hours by instructional setting code by 6-week reporting period. (In FBISD this process occurs at the end of each 6-week period via the CertifyPEIMS.)

Total Special Education Contact Hours = Eligible Special Education Days × Contact-Hour Multiplier

Special Education Documentation

For your district to claim special education contact hours and receive weighted funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating special education eligible days present and for every student with a speech therapy indicator code on the Student Detail Report.

Your district must maintain the following:

- documentation to support the amount of time teachers served students in the homebound instructional setting each week
- documentation to support the IFSP or ARD committee decisions regarding a student and a copy of the student's IFSP or IEP, as applicable, in the student's eligibility folder
- the following statements, if applicable, in the student's eligibility folder:
  - **homebound**—for a student aged 6 years or older, a licensed physician's statement confirming the need for the student to be placed in the homebound instructional setting for a minimum of 4 weeks
  - **hospital class**—documentation from a proper authority confirming the need for the student to reside in the facility
  - **residential care and treatment facility**—documentation from a proper authority confirming the placement for the student to reside in the facility

Teacher Requirements

Beginning with the 2016-2017 school year, schools and teachers will only need to meet state requirements for certification. The federal term of "highly qualified teacher status" will no longer apply. It is important to note that all state certification requirements adopted in State Board for Educator Certification rule remain in place.

A special education teacher who delivers direct instruction to students with disabilities in core academic subject areas must meet the appropriate state special education certification requirements for the grade level that he or she is teaching.

Examples

This subsection provides examples of the codes to use for various situations involving students who receive special education services.

Code 01 - Homebound Examples

Example 1: An 8-year-old special education student (instructional setting code **41, resource room/services - less than 21%**) develops a medical condition, and the school obtains a licensed physician's statement affirming that the medical condition will prevent him from attending school for at least 4 weeks.

1. *The ARD committee should convene to review all of the student information (including the physician's statement) to determine if homebound services are appropriate. If the ARD committee determines homebound services are appropriate, the committee should document the following in the student's records:*
    a) Licensed physician's statement and ARD committee documentation, which must be on file before a student may be coded homebound
    b) The date that homebound services will begin
    *c) The change of placement from resource room to a homebound setting, which will result in a change in the instructional setting code from **41** to **01, homebound***
    d) The type, frequency, and duration of services that will be provided in the homebound setting
    e) The certified special education and related service providers who will be serving the student in the homebound setting

2. *At the end of the week, special education staff members should inform the attendance clerk of the amount of time the student received service from the certified special education teacher and the number of absences to be recorded in the attendance accounting system.*

    Example A: If the student is served 4 or more hours that week, the student is recorded present every day that week.

    Example B: If the student is served 2 hours that week, the student is recorded present for 2 days and absent for 3 days of that week.

    Example C: If the student does not receive any service during the week, absences must be recorded for every day of that week, resulting in 0 eligible days present.

3. *The ARD committee should convene to review current student information (including the physician's statement) to determine if a transition period is necessary and the date homebound services are no longer appropriate. If the student requires a transition period when returning to the classroom setting, the ARD committee should document the following in the student's IEP:*
    a) The length of time for the transition period

b) The amount of time the student will be served in both settings (homebound and classroom) during the transition period

*c) The effective date that the student's instructional setting code will change back to **41***

*During the transition period, the student's instructional setting code remains **01, homebound**, based on the homebound funding chart (see **4.7.2.7 Transition from Homebound to the Classroom in SAAH**). The date the transition period is completed and the student returns to the classroom full time, the student's instructional setting code changes back to **41**.*

Example 2: A student with a chronic illness or acute health problem (recurring condition) will be absent from school for at least 4 weeks over the entire school year, as documented by a licensed152 physician. The ARD committee determines and documents in the IEP that during the time of absence, the student will be served through the homebound instructional setting.

You can access the Texas Medical Board's searchable database of licensed physicians at http://reg.tmb.state.tx.us/OnLineVerif/Phys_NoticeVerif.asp.

During the first week of the second 6-week reporting period, the student is present on Monday and receives services following the requirements of the 2-through-4-hour rule. The student is then absent on Tuesday, Wednesday, and Thursday but receives 3 hours of homebound instruction from a certified special education teacher on Thursday following the requirements of the homebound funding chart. The student returns to school on Friday and receives services following the requirements of the 2-through-4-hour rule. The student generates 5 eligible days present. The student's instructional setting code is **42, resource room/services - at least 21% and less than 50%,** for 2 days and **01, homebound,** for 3 days.

During the second week of the second 6-week reporting period, the student is present all 5 days and receives services following the requirements of the 2-through-4-hour rule. The student generates 5 eligible days present in instructional setting code **42**.

During the third week of the second 6-week reporting period, the student is present all 5 days and receives services following the requirements of the 2-through-4-hour rule. The student generates 5 eligible days present in instructional setting code **42**.

During the fourth week of the second 6-week reporting period, the student is present on Monday, Tuesday, and Wednesday and receives services following the requirements of the 2-through-4-hour rule. The student is then absent on Thursday and Friday but does not receive any homebound instruction because the student is too ill to receive services. The student generates 3 eligible days present in instructional setting code **42**. The student is counted absent for 2 days.

During the fifth week of the second 6-week reporting period, the student is absent all 5 days and is served 4 hours at home by a certified special education teacher following the requirements of the

homebound funding chart. The student generates 5 eligible days present in instructional setting code **01**.

During the sixth week of the second 6-week reporting period, the student is present all 5 days and receives services following the requirements of the 2-through-4-hour rule. The student generates 5 eligible days present in instructional setting code **42**.
To document for attendance reporting purposes the changing instructional settings for this student who has a recurring condition, the attendance clerk accumulates the attendance information for the entire second 6-week reporting period and summarizes the information for the eligible days of attendance and contact hours served. The eligible days present and absent are recorded in the attendance accounting system at the end of the second 6-week reporting period.

Example 3: A certified special education teacher administers the required state math assessment to a student confined to the home on a Tuesday. It takes the student 2 hours to complete the math assessment. The teacher returns on Wednesday and administers the required state reading assessment. It takes the student 2 hours to complete the reading assessment.

The student earns only 1 eligible day present for Tuesday and only 1 eligible day present for Wednesday. The certified special education teacher must schedule 2 more hours of homebound instruction during the week so the student can earn an entire week of attendance credit. The additional homebound instruction may be any day of the same week, Sunday to Saturday, including the same calendar day that the test is administered. In all cases, the homebound instruction must be in addition to the time the student is tested.

Example 4: A certified special education teacher administers a final exam to a student confined to the home, and it takes the student 30 minutes to complete the exam.

The student must receive an additional 30 minutes of homebound instruction to earn 1 day present.

Example 5: A student with a chronic, recurring illness normally receives special education and related services in the special education homebound instructional setting. The student's doctor has provided documentation stating that the student may attend school when able. The student's ARD committee has specified that the student is to be served in the special education mainstream instructional setting when the student is well enough to attend school.

On Tuesday, the student is served at home by a certified special education teacher for 3 hours. On Friday of the same week, the student feels well enough to attend 5 hours of school at the student's campus. The student **is present when attendance is taken and is recorded present**.

The student earns 3 eligible days present for the time the student was served on Tuesday, per the Homebound Funding Chart. The student's instructional setting code for that day is 01, homebound. The student also earns 1 additional day present for attending school on Friday, per the 2-through-4-hour

*rule and the student's being present at the time attendance was taken. The student's instructional setting code for Friday is **40, mainstream**.*

Code 02 - Hospital Class Examples

Example 1: A student in special education has been confined to a hospital. While at the hospital, the student attends class at the hospital taught by a teacher from your district's high school campus.

*The instructional setting code for this student is **02, hospital class**.*
Standard attendance accounting rules apply for recording student absences for students in the hospital class instructional setting.

Example 2: A special education student who resides in a residential care and treatment facility within your district's boundaries receives special education instruction and related services at the residential care and treatment facility.

*The instructional setting code for this student is **02, hospital class**.*

Code 08 - Vocational Adjustment Class (VAC) Example

A student works half of the school day and attends classes the other half of the day. During the instructional half of the day, the student attends one special education class related to job training and two CTED classes. After 3 weeks, the student loses his job but remains in the special education job training class he has been enrolled in from the beginning of the school year.

*For the time the student is gainfully employed, the instructional setting code for the student is 08, and the CTE code is V2 (see **Section 5 Career and Technical Education (CTE) in the SAAH**). As soon as the student loses his job, the student's instructional setting code changes to reflect the appropriate code for the interim placement determined by the ARD committee, but the CTE code remains V2 if the student remains enrolled in two vocational classes. Note that CTED classes are CTE classes and not special education classes.*

A student who loses a job must be provided with a full instructional day during the time he or she is without a job. A student must not stay at home during the time in which he or she was previously on the job.

Code 40 - Mainstream Examples

Example 1: A student attends all general education classes. Certified special education personnel are involved in the implementation of the student's IEP through the provision of direct, indirect, and/or support services to the student. The student's IEP specifies the services that will be provided by certified

special education staff members to enable the student to appropriately progress in the general education curriculum, appropriately advance in achieving the goals set out in the student's IEP, or both.

*The instructional setting code for this student is **40, mainstream**.*

Example 2: A student attends six general education classes a day. In five of the six general education classes the student receives special education services by certified special education personnel.

*The instructional setting code for this student is **40, mainstream,** because the student receives special education services in the general education class.*

Example 3: A student attends all general education classes and receives special education services in the general education setting. For 1 hour a week, as documented in the IEP, this student receives physical therapy in the general education classroom.
*The instructional setting code for this student is **40, mainstream,** because the student receives all special education and related services in the general education class. (If this student received physical therapy in a location other than a general education setting, then the instructional setting code would be **41, resource room/services - less than 21%**.) The student's physical therapy indicator code is **1**.*

Example 4: A student attends all general education classes with an interpreter from the RDSPD.

*The instructional setting code for this student is **40, mainstream,** because the student receives special education services in the general education class. Regardless of the amount of time the interpreter spends with the student, the instructional setting code is **40**.*

Example 5: A 4-year-old student with a disability who is eligible for the PK program and the special education program receives special education and related services (including speech therapy) in the PK classroom for 3 hours 5 days a week. The certified special education teacher teaches collaboratively in the PK classroom with the PK teacher for the full 3 hours and the full 5 days. The occupational therapist provides services for 20 minutes twice a week in the PK classroom. The speech therapist provides speech instruction for 30 minutes a week in a location other than a general education setting.

The student generates half-day ADA eligibility.

PEIMS 163 Record and Student Detail Report:
*The instructional setting code for this student is **40, mainstream**; the speech therapy indicator code is **2**; and the occupational therapy indicator code is **1**.*

PEIMS 405 Record:
*One instructional setting code is recorded for this student: **00, no instructional setting.** (The 405 record does not permit reporting of the mainstream instructional setting code. If a student is in a mainstream instructional setting and also receives speech therapy services, the 405 record should have only one*

instructional setting code reported: 00. The student's mainstream eligible days present are reported on the 400 record.)

Codes 41 and 42 - Resource Room/Services Examples

Example 1: A student attends four general education classes and three special education classes a day. The student attends the three special education classes in the resource room.

The instructional setting code for this student is ***42, resource room/services - at least 21% and less than 50%,*** *because the student is in a location other than a general education* setting *of the general education class to receive special education services in the resource room and the student receives special education services for at least 21% and less than 50% (3/7 = 43%) of the student's total instructional day.*

If this student attended six general education classes and one special education class a day, then the student would have an instructional setting code of ***41, resource room/services - less than 21%,*** *because the student would be in a location other than a general education setting of the general education class to receive special education services and would receive special education services for less than 21% (1/7 = 14%) of the student's total instructional day.*

Example 2: A student attends all general classes and receives special education services in the general education setting, except for 1 hour a week, as documented in the IEP, when the student is pulled out to receive physical therapy in a special education setting.

The instructional setting code for this student is ***41, resource room/services - less than 21%,*** *because the student receives regularly scheduled related services in a special education setting but is otherwise served in general education. The physical therapy indicator code is* ***1****.*

Example 3: A student attends all general classes, except for 1 hour a week, as documented in the IEP, when the student receives support services in a resource room from a certified special education teacher, or from an itinerant teacher from an RDSPD.

The instructional setting code for this student is ***41, resource room/services - less than 21%,*** *because the student receives direct, regularly scheduled special education support services in a special education setting.*

Codes 43 and 44 - Self-Contained, Mild/Moderate/Severe, Regular Campus Examples

Example 1: A student on a departmentalized campus attends four special education classes and three general education classes each day.

*The instructional setting code for this student is **43, self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%,** because the student receives special education services for at least 50% and no more than 60% (4/7 = 57%) of the student's total instructional day.*

Example 2: A student on an elementary campus spends 3 out of 6 instructional hours in the special education classroom.

*The instructional setting code for this student is **43, self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%** (180 minutes/360 minutes = 50%).*

Example 3: A student on an elementary campus spends 200 minutes out of 300 instructional minutes in the special education classroom. The student spends the other 100 minutes in a general education classroom.

*The instructional setting code for this student is **44, self-contained, mild/moderate/severe, regular campus - more than 60%,** because 67% (200/300 = 67%) of the student's instructional day is spent in special education.*

Example 4: A student on an elementary campus spends 145 minutes out of 300 instructional minutes in the special education classroom and receives 30 minutes (an average of 6 minutes/day) of speech (or any related service) *. The student spends the other 149 minutes in a general education classroom.
*The following coding information assumes the student receives speech therapy.
PEIMS 163 Record and Student Detail Report:
*The instructional setting code for this student is **43, self-contained, mild/ moderate/severe, regular campus - at least 50% and no more than 60%,** because 50% (151/300 = 50%) of the student's instructional day is spent in special education. The speech therapy indicator code is **2**.*

PEIMS 405 Record:
*Two instructional setting codes are recorded for this student: **43, self-contained, mild/ moderate/severe, regular campus - at least 50% and no more than 60%,** and **00, no instructional setting.***

Example 5: A student legally transferred into the serving district attends classes for the entire instructional day, in the special education classroom that serves students from other districts.

*The instructional setting code for this student is **44, self-contained, mild/moderate/severe, regular campus - more than 60%,** because the student is in the special education classroom for more than 60% of the student's instructional day. All absences and eligible days present are recorded in the serving district's attendance accounting system. For students 3 through 5 years of age with disabilities, the instructional setting code is **45, full-time early childhood special education setting.** The student's ADA eligibility code is 3 - Eligible Transfer Student Full-Day (see **3.2.1.4 Code 3 Eligible Transfer Student Full-Day in the SAAH**).*

Code 45 - Full-Time Early Childhood (PPCD) Special Education Setting (FT EC SPED) Example

A 4-year-old student with a disability receives full-time special education and related services in educational programs designed primarily for children with disabilities located on local school district campuses. **No education or related services are provided in the mainstream early childhood settings.**

*The instructional setting code for this student is **45, full-time early childhood special education setting,** because no education or related services are provided in mainstream early childhood settings.*

Codes 81–89 - Residential Care and Treatment Facility (Nonresident) Examples

Example 1: A residential care and treatment facility is within the boundaries of your school district. Several special education students who reside in the facility attend school and receive special education services at a school campus in your district. These students' parents do not reside within the boundaries of your district.

*For a special education student who resides in the residential care and treatment facility and receives all special education and related services in **mainstream** classes at a local school district campus, the instructional setting code is **81, residential care and treatment facility - mainstream**.*

*For a special education student who resides in the residential care and treatment facility and attends **one special education class and six general education classes** at a local school district campus, the instructional setting code is **82, residential care and treatment facility - resource room/services - less than 21%** (1/7 = 14%).*

*For a special education student who resides in the residential care and treatment facility and attends **three special education classes and four general education classes** at a local school district campus, the instructional setting code is **83, residential care and treatment facility - resource room/services - at least 21% and less than 50%** (3/7 = 43%).*

*For a special education student who resides in the residential care and treatment facility and attends **three special education classes and three general education classes** at a local school district campus, the instructional setting code is **84, residential care and treatment facility - self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%** (3/6 = 50%).*

*For a special education student who resides in the residential care and treatment facility and attends **five special education classes and one general education class** at a local school district campus, the instructional setting code is **85, residential care and treatment facility - self-contained, mild/moderate/severe, regular campus - more than 60%** (5/6 = 83%).*

*For a special education student who resides in the residential care and treatment facility and receives **speech therapy services only**, the instructional setting code is **00, no instructional setting**.*

Example 2: A special education student who resides in a residential care and treatment facility within your district's boundaries attends special education classes on a local school district campus that serves only special education students.

*The instructional setting code for this student is **86, residential care and treatment facility - separate campus**.*

Example 3: A 3-year-old special education student who resides in a residential care and treatment facility within your district's boundaries receives special education and related services in a self-contained special education classroom within a child care facility.

*The instructional setting code for this student is **87, residential care and treatment facility - community class**.*

*If the services were provided in a self-contained special education class within an agency in the community (such as a community-based Head Start program), then the instructional setting code for this student still would be **87.*** **(Special Education 2016–2017 Student Attendance Accounting Handbook Page 144)**

Example 4: A special education student who resides in a residential care and treatment facility within your district's boundaries works half of the school day and attends classes at the high school campus the other half of the day. During the instructional half of the day, the student attends one special education class related to job training and two CTED classes.

*The instructional setting code for this student is **88, residential care and treatment facility - vocational adjustment class.** The student's CTE code is V2 (see **Section 5 Career and Technical Education (CTE) in the SAAH**). Note that CTED classes are CTE classes and not special education classes.*
Example 5: A 4-year-old special education student who resides in a residential care and treatment facility within your district's boundaries receives full-time special education and related services in the PPCD on a local school district elementary campus.

*The instructional setting code for this student is **89, residential care and treatment facility - full-time early childhood special education setting**.*

Codes 91–98 - Off Home Campus Examples

Example 1: A student attends special education classes on a local school district campus that serves only special education students.

*The instructional setting code for this student is **96, off home campus - separate campus**.*

Example 2: A student attends the entire instructional day in another school district because the home district does not offer the special education services the ARD committee determined are required for the student to have an appropriate education.

There should be an agreement between the home district and the receiving district regarding the reporting of PEIMS and attendance data for this student. If the home district reports these data, it may report this student as being enrolled in the home district, even though the student attends the entire instructional day in the receiving district. However, it is also permissible for the receiving district to report this student in the PEIMS, instead of the home district. Only one district may report PEIMS data for an individual student. The receiving district is responsible for recording student absences and attendance. The receiving district must either submit this information to the home district (if the home district is responsible for reporting PEIMS data) or enter the information (if the receiving district is responsible for reporting PEIMS data for the student).

*If the student attends three general education classes and three special education classes, the instructional setting is determined according to which entity reports PEIMS attendance data for the student. If reported by the home district, the instructional setting code for this student is **94, off home campus - self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%** (3/6 = 50%). If reported by the receiving district, the instructional setting code for this student is **43, self-contained, mild/moderate/severe, regular campus - at least 50% and no more than 60%**.*

*If the student attends five special education classes and one general education class in another district because the home district does not offer the special education services the ARD committee prescribed, and if the home district reports PEIMS data for the student, then the instructional setting code for this student is **95, off home campus - self-contained, mild/moderate/severe, regular campus - more than 60%** (5/6 = 83%). If the receiving district reports PEIMS data for the student, the instructional setting code is **44, self-contained, mild/moderate/severe, regular campus - more than 60%**.*

*If the student receives special education services and support in mainstream classes in another district because the home district does not offer the special education services the ARD committee prescribed, and if the home district enters PEIMS data for this student, then the instructional setting code for this student is **91, off home campus - mainstream**. If the receiving district reports PEIMS data for this student, the instructional setting code is **40, mainstream**.*

*If the student attends three special education classes and four general education classes in another district because the home district does not offer the special education services the ARD committee prescribed, and if the home district reports PEIMS data for this student, then the instructional setting code for this student is **93, off home campus - resource room/services - at least 21% and less than 50%** (3/7 = 43%). If the receiving district reports PEIMS data for this student, the instructional setting code is **42, resource room/services - at least 21% and less than 50%**.*

Example 3: A special education student attends a special education class at the nearby Mental Health Mental Retardation (MHMR) Center (sheltered workshop). School district personnel teach this class.

*The instructional setting code for this student is **97, off home campus - community class**.*

Example 4: A 5-year-old special education student receives full-time special education and related services in a self-contained multidistrict preschool classroom designed for children with disabilities.

*The instructional setting code for this student is **98, off home campus - full-time early childhood special education setting**.*

Example 5: A preschool-age student with a disability who is eligible for special education and related services is provided special education services in a self-contained special education classroom within a child care facility.

*The instructional setting code for this student is **97, off home campus - community class**.*

*If the services were provided in a self-contained special education class within an agency in the community, then the instructional setting code for the student still would be **97, off home campus - community class.***

Example 6: A 3-year-old student with a disability receives special education services (including speech therapy) in a community-based child care center for 4 hours 5 days a week and is in a class in which the majority of students are not receiving special education services. The certified special education teacher teaches collaboratively in the community-based child care classroom with the child care provider for the full 4 hours and the full 5 days. The speech therapist provides speech instruction to the child for 30 minutes a week in the community-based child care classroom and provides consultation to the teachers for 15 minutes a week.

The student generates full-day ADA eligibility because the student meets the requirements of the 2-through-4-hour rule.

PEIMS 163 Record and Student Detail Report:
*The instructional setting code for this student is **91, off home campus - mainstream,** and the speech therapy indicator code is **2**.*
PEIMS 405 Record:
*Two instructional setting codes are recorded for this student: **91, off home campus - mainstream,** and **00, no instructional setting.***

Example 7: A 4-year-old student with a disability receives special education services and related services in a community-based child care center and is in a class in which the majority of students are

not receiving special education services. The certified special education teacher provides services 30 minutes twice a week and consults with the child care provider for 30 minutes once a week. The speech therapist provides speech instruction to the child for 30 minutes a week in the community-based child care classroom and provides consultation to the teachers for 15 minutes a week. An aide is in the classroom 4 hours a day for 5 days a week to provide support services to the student.

The student's ADA eligibility code is 0 - Enrolled, Not in Membership, because the student does not meet the requirements of the 2-through-4-hour rule for ADA eligibility.

PEIMS 163 Record and Student Detail Report:
*The instructional setting code for this student is **91, off home campus - mainstream,** and the speech therapy indicator code is **2**.*

PEIMS 405 Record:
*Two instructional setting codes are recorded for this student: **91, off home campus - mainstream,** and **00, no instructional setting.***

Example 8: A 4-year-old student with a disability receives special education services in a community-based child care center and is in a class in which the majority of students are not receiving special education services. The certified special education teacher provides services 60 minutes once a week and consults with the child care provider for 60 minutes once a week.

*The student's ADA eligibility code is 0 - Enrolled, Not in Membership, because the student does not meet the requirements of the 2-through-4-hour rule for ADA eligibility. The instructional setting code for this student is **91, off home campus - mainstream**.*

Speech Therapy Indicator Code 1 Examples

Example 1: A student receives services from the speech therapist 30 minutes a week and attends all general education classes. The services from the speech therapist are the only special education services the student receives.

PEIMS 163 Record and Student Detail Report:
*The instructional setting code for this student is **00, no instructional setting,** and the speech therapy indicator code is **1**.*

PEIMS 405 Record:
*The instructional setting code for this student is **00, no instructional setting.***

Example 2: A student receives direct speech therapy services **and** indirect support from the speech therapy program through services provided by a speech therapist. These are the only special education services the student receives.

PEIMS 163 Record and Student Detail Report:
*Regardless of whether these services and supports are provided in a general education or in a location other than a general education setting the instructional setting code for this student is **00, no instructional setting,** and the speech therapy indicator code is **1**.*

PEIMS 405 Record:
*The instructional setting code for this student is **00, no instructional setting.***

Example 3: A 4-year-old student with a disability is eligible for and attends the PK program. The only special education services the student receives are speech therapy and support services, which are provided by the speech therapist. The speech therapist provides services 30 minutes twice a week in a location other than a general education setting and goes into the PK classroom to provide services, consult with the PK teacher, or both 30 minutes a week.

PEIMS 163 Record and Student Detail Report:
*The instructional setting code for this student is **00, no instructional setting,** and the speech therapy indicator code is **1**.*

PEIMS 405 Record:
*The instructional setting code for this student is **00, no instructional setting.***

Example 4: A 4-year-old student with a disability attends a community-based child care center. The only special education services the student receives are speech therapy and support services, which are provided by the speech therapist. The speech therapist provides services 30 minutes twice a week and consults with the child care provider for 30 minutes once a week. An aide is in the classroom 2 hours a day 5 days week to provide support services to the student.

*The student will **not** generate contact hours because the student does not meet the requirements of the 2-through-4-hour rule for ADA eligibility.*

PEIMS 163 Record and Student Detail Report:
*The instructional setting code for this student is **00, no instructional setting,** and the speech therapy indicator code is **1**.*

PEIMS 405 Record:
*The instructional setting code for this student is **00, no instructional setting.***

Example 5: A 4-year-old student receives only speech therapy and physical therapy services. The speech therapist provides services 30 minutes twice a week, and the physical therapist provides services 30 minutes twice a week. **The student does not receive any other services.** The student is ineligible for PK but is eligible for the special education services the student receives.

*The student will **not** generate contact hours because the student does not meet the requirements of the 2-through-4-hour rule for ADA eligibility.*

PEIMS 163 Record and Student Detail Report:
*The instructional setting code for this student is **00, no instructional setting**; the speech therapy indicator code is **1**; and the physical therapy indicator code is **1**.*

PEIMS 405 Record:
*The instructional setting code for this student is **00, no instructional setting.***

Speech Therapy Indicator Code 2 Examples

Example 1: A student attends one 55-minute special education class and five 55-minute general education classes a day. In addition, the student is pulled out of the general education setting to work with a speech therapist once a week for 30 minutes in a location other than a general education setting.

PEIMS 163 Record and Student Detail Report:
*The instructional setting code for this student is **41, resource room/services - less than 21%** (305 minutes/1,650 minutes = 18%), and the speech therapy indicator code is **2**.*

PEIMS 405 Record:
*Two instructional setting codes are recorded for this student: **41, resource room/services - less than 21%,** and **00, no instructional setting.***

Example 2: A student attends one 55-minute special education class and four 55-minute general education classes a day. In addition, the student is pulled out of the general education setting to work with a speech therapist once a week for 30 minutes in a location other than a general education setting.

PEIMS 163 Record and Student Detail Report:
*The instructional setting code for this student is **42, resource room/services - at least 21% and less than 50%** (305 minutes/1,375 minutes = 22%), and the speech therapy indicator code is **2**.*

PEIMS 405 Record:
*Two instructional setting codes are recorded for this student: **42, resource room/services - at least 21% and less than 50%,** and **00, no instructional setting.***

Example 3: A student with a speech impairment and another type of disability receives special education services and support from a special education teacher in the general education classroom. The student also receives direct speech therapy services.

PEIMS 163 Record and Student Detail Report:

VI – Instructional Arrangements & Settings

*The instructional setting code for this student is **40, mainstream,** and the speech therapy indicator code is **2**. The instructional setting code of 40 may be used regardless of whether the direct speech therapy services are provided in the general education classroom or a location other than a general education setting.*

PEIMS 405 Record:
*One instructional setting code is recorded for this student: **00, no instructional setting.** (The 405 record does not permit reporting of the mainstream instructional setting code. If a student is in a mainstream instructional setting and also receives speech therapy services, the 405 record should have only one instructional setting code reported: 00. The student's mainstream eligible days present are reported on the 400 record.)*

Section 7

INSPIRE • EQUIP • IMAGINE

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The Fort Bend Independent School District, an Equal Opportunity Educational Provider and Employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age, military status, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions. Additionally, the District does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a com plaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities. Policies DAA, DIA

VII – Discipline

Table of Contents

TABLE OF CONTENTS **7000**

STUDENT CODE OF CONDUCT **7002**

AUTHORITY OF SCHOOL PERSONNEL **7002**

- Authority to Remove for Not More than Ten Consecutive School Days 7002
- Authority to Remove for More than Ten Consecutive School Days 7002
- Disciplinary Alternative Education Program 7002
- Authority under Special Circumstances 7003
- Referral to Law Enforcement and Courts 7003
- Limitation on General Authority – Bullying, Harassment, and Making Hit Lists 7003
- Students Not Yet Identified 7004

CHANGE OF PLACEMENT **7006**

- Case-by-Case Determinations 7006
- What Constitutes a Change of Placement 7006
- The "10-Day Rule" 7006
- Pattern 7007
- Change of Placement Determination 7007
- Notice 7007
- Additional Requirements 7007
- Change of Placement Analysis 7007

MANIFESTATION DETERMINATION REVIEW **7009**

- When to Conduct 7009
- Membership and Preparation 7009
- Information to Review at the MDR/ARD Meeting 7010
- Determination 7010
  - ***When Behavior is a Manifestation*** *7010*
  - ***When Behavior is not a Manifestation*** *7010*
- Special Circumstances – 45 Day Rule 7011

EDUCATIONAL SERVICES DURING PERIODS OF REMOVAL **7013**

- Removals for Less than 10 Cumulative Days 7013
- Removals Exceeding 10 Cumulative Days that are Not a Change of Placement 7013
- Removals that are a Change of Placement 7013

APPEALS **7015**

- Authority of Hearing Officer 7015
- Multiple 45-Day Placements 7015
- Placement During Appeals 7015

CONFINEMENT, RESTRAINT & TIMEOUT **7016**

- Student Safety 7016
- Applicability 7016
- Seclusion 7016
- Confinement 7016
- Physical Restraint 7017
- Training 7017
- Documentation 7018
- What is Not Physical Restraint 7019
- Physical Prompting 7019
- Cool Down/ Reflection Time 7020

VII – Discipline

TRAINING 7020
DOCUMENTATION OF USE OF COOL DOWN/ REFLECTION TIME 7020
SENATE BILL 1196 AND THE TEXAS BEHAVIOR SUPPORT INITIATIVE 7021

VII – Discipline

STUDENT CODE OF CONDUCT

TEC § 37.001

Fort Bend ISD approves the Student Code of Conduct each year. The Student Code of Conduct can be found on the District's website.

AUTHORITY OF SCHOOL PERSONNEL

20 USC § 1415(k)(1)(C) -(D), (H)-(G); TEC §§ 37.001(a)(7) -(8), 37.001(b-1), 37.008, 37.0832, 37.148; 34 CFR §§ 300.530(c)-(d),(h),(g), 300.535(a), 300.536(a)

Authority to Remove for Not More than Ten Consecutive School Days

20 USC § 1415(k)(1)(B); 34 CFR 300.530(b)(1), 300.536(a)
School personnel may remove a child with a disability who violates the Student Code of Conduct from the child's current placement for not more than 3 consecutive school days to the extent those alternatives are applied to children without disabilities.

School personnel may remove the child with a disability who violates the Student Code of Conduct from the child's current placement for additional removals of not more than3 consecutive school days in in the same school year for separate incidents of misconduct as long as those removals do not exceed 10 or constitute a change of placement under 34 CFR § 300.356.

Authority to Remove for More than Ten Consecutive School Days

20 USC § 1415(k)(1)(C) -(D), (H)-(G); 34 § CFR 300.530(c)-(d), (h), (g); TEC §§ 37.004(c)-(d), 37.008
School personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities if:

1. In the Manifestation Determination Review (MDR), it is determined that the behavior that violated the student code of conduct is determined not to be a manifestation of the child's disability;
2. the child with a disability is provided services during periods of removal; and
3. the parent of the child with a disability is notified of a change of placement.

Disciplinary Alternative Education Program

A student with a disability who receives special education services may not be placed in a disciplinary alternative education program (DAEP) solely for educational purposes. A teacher in a DAEP who has a special education assignment must hold an appropriate certificate or permit for that assignment.

School personnel must provide the parent of the child removed to a DAEP with written notice of the school's obligation to provide the child with an opportunity to complete coursework required for graduation that:

1. Includes information regarding all methods available for completing the coursework; and
2. States that the available methods for completing the course work are available at no cost to the child.

Authority under Special Circumstances

School personnel may remove the child to an Interim alternative educational setting (IAES) without regard to whether the behavior is determined to be a manifestation of the child's disability if:

1. Special Circumstances exist; and
2. The removal is for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 school days.

The ARDC shall determine the IAES.

Referral to Law Enforcement and Courts

34 CFR § 300.535(a); TEC § 37.148

Nothing prohibits the District from reporting a crime committed by a child with a disability to appropriate authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a child with a disability.

When reporting a crime committed by a child with a disability, the District must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom the District reports the crime only to the extent permitted under the Family Educational Rights and Privacy Act

Limitation on General Authority – Bullying, Harassment, and Making Hit Lists

TEC §§ 37.001(b), 37.001(b-1), 37.0832; Board Policy FFI (LEGAL& LOCAL)

A student enrolled in a special education program under Subchapter A, Chapter 29 of the Texas Education Code cannot be disciplined for conduct related to "bullying, harassment and making hit lists" until an admission, review, and dismissal committee meeting has been held to review the conduct. *You cannot discipline a special education student who engages in bullying, harassment, or making hit lists until an ARD and MDR is held.* If you have questions about how to handle a situation like this, please contact the Special Education Program Manager assigned to your campus. The Special Education Program Manager will aid the campus in handling the situation while taking all necessary precautions both to ensure the safety of our students and to abide by all applicable laws.

> *Bullying* means, subject to the requirement below, engaging in written or verbal expression, expression through electronic means, or physical, conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district that: (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the

student's property; or (2) is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

The conduct described above is considered bullying if that conduct:

1. exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. interferes with a student's education or substantially disrupts the operation of a school.

Harassment means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.

Hit list means a list of people targeted to be harmed using:

1. a firearm, as defined by Section 46.01(3), Penal Code;
2. a knife, as defined by Section 46.01(7), Penal Code; or
3. any other object to be used with intent to cause bodily harm.

Students Not Yet Identified

20 USC § 1415(k)(5)(A); 34 CFR § 300.534

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated the Student Code of Conduct *may* assert any of the protections provided for in the IDEA if the District had knowledge that the student had a disability before the behavior that precipitated the disciplinary action occurred.

District Knowledge

The District shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent of the student expressed concern in writing to supervisory or administrative personnel of the District, or to the teacher of the student, that the student was in need of special education and related services;
2. The parent requested an evaluation of the student for special education or related services; or
3. The student's teacher, or other District personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or other supervisory personnel of the District.

Exception

The District shall not be deemed to have knowledge that the student had a disability if:

1. The parent has not allowed an evaluation of the student;
2. The parent has refused services; or

3. The student has been evaluated and it was determined that the student did not have a disability.

If the District does not have knowledge (as described above), before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

If the District does have "Knowledge" and the student has violated the Student Code of Conduct and the disciplinary action includes a recommended removal to a Discipline Alternative Education Program (DAEP), the following steps should occur:

- **Schedule a staffing with the appropriate Campus Based Evaluator, Campus Administrator, and appropriate Special Education Program Manager to review the situation.**
- **If the student engaged in an infraction involving weapons, drugs, or serious bodily injury, the student may continue to be removed to the DAEP for up to 45 school days, and the initial Full Individual Evaluation will be conducted in an expedited manner. A MDR should be conducted as soon as the Full Individual Evaluation is completed.**
- **If the student engaged in other behaviors that would <u>not</u> require the mandatory removal, a discussion regarding the initial evaluation process should occur.**
- **The team should discuss any evaluation that is available, conduct a process similar to a MDR (review whether the conduct was caused by, or had a direct and substantial relationship to, the child's *suspected* disability), discuss the current status of the initial Full Individual Evaluation, and develop a plan to support the student in the current placement until the initial evaluation can be completed.**
- **The Program Manager for Evaluation and Related Services should be contacted to expedite the evaluation.**
- **The staffing discussion should be documented in writing and placed in the student's referral folder or other appropriate RTI folder (In the past this process was completed in the Success Ed software program, however, it is no longer necessary to enter the student into Success Ed since the student is not eligible for special education services at the time).**
- **If the student is currently served with 504 services, a MDR should be conducted by the 504 committee.**

VII – Discipline

CHANGE OF PLACEMENT

20 USC § 1415(k)(1)(A); 34 CFR §§ 300.530(e), (h), 300.536

The local campus administrator is responsible for maintaining records on student discipline. In order to follow state and federal disciplinary requirements outlined in this section, the local campus must monitor the total number of removals for students with disabilities.

Case-by-Case Determinations

School personnel must consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates the Student Code of Conduct.

What Constitutes a Change of Placement

A change of placement occurs if:

1. the removal is for more than 10 consecutive school days; or
2. the child has been subjected to a series of removals that constitute a pattern.

The "10-Day Rule"

Expulsions out of school, suspensions, in-school suspensions, and removals to alternative education programs should be counted when computing the total number of days that a student has been removed from his or her placement for disciplinary reasons.

1. *In-school suspension.* In-school suspension is not included so long as the child is afforded the opportunity to continue to:
    a. appropriately progress in the general curriculum;
    b. receive the services specified on his or her IEP; and
    c. participate with non-disabled children to the extent the child would have in his current placement.

2. *Suspension of less than 1 full school day.* Portions of a school day that a child has been suspended are included when determining whether the child has been removed for more than 10 cumulative school days or whether there was a change in placement.

3. *Bus suspensions.* Whether a bus suspension counts as a day of suspension depends on whether the bus transportation is part of the child's IEP.
    a. If part of the child's IEP, a bus suspension should count as a day of suspension unless the school provides the bus service in some other way.
    b. If not part of the child's IEP, a bus suspension does not count as a day of suspension.
        i. In these situations, the child's parents have the same obligations to get the child to and from school as any non-disabled child who has been suspended from the bus.

ii. Keep in mind, if the child's behavior on the bus is similar to behavior addressed in the child's IEP, the ARD committee should consider whether the bus behavior needs to be addressed in the IEP or a BIP.

Pattern

A series of removals constitutes a pattern when:

1. the series of removals total more than 10 school days in a school year;
2. the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
3. taking into account additional factors such as:
    a. the length of each removal;
    b. the total amount of time the child has been removed; and
    c. the proximity of the removals to one another.

The school determines, on a case-by-case basis, whether a pattern of removals constitutes a change of placement.

Change of Placement Determination

The school's determination is subject to review through due process and judicial proceedings.

Notice

On the date on which the school decides to make a removal that constitutes a change of placement, the school must:

1. Notify the parent of that decision; and
2. Provide the parent the Notice of Procedural Safeguards.

Additional Requirements

A manifestation determination must be made within 10 school days of any decision to make a change of placement of a child with a disability because of a violation of the Student Code of Conduct.

The school must comply with the rules set forth in the "Services During Periods of Removal" section herein.

Change of Placement Analysis

When a principal or other appropriate administrator recommends disciplinary removal from the student's current IEP placement, conduct the following Change of Placement Analysis:

1. To determine whether the child has been removed for more than 10 cumulative school days or has been subjected to a change of placement, count the days of disciplinary removal from the student's current educational placement using the following guidelines, as applicable:
    a. Include portions of a school day that a child had been suspended;
    b. Do not include an in-school suspension as long as the child is afforded the opportunity to:

i. Appropriately progress in the general curriculum;
ii. Continue to receive the services specified on his or her IEP; and
iii. Continue to participate with nondisabled children to the extent they would have in their current placement.

c. Include days of bus suspension if the bus transportation is part of the child's IEP unless the District provides alternate means of transportation; and
d. Do not include days of bus suspension if the bus transportation is not part of the child's IEP.

2. Determine whether the disciplinary removal(s) constitute a change of placement. This should be done on a case-by-case basis. A disciplinary change of placement occurs if:
   a. The removal is for more than 10 consecutive school days; or
   b. The child has been subjected to a series of removals that constitute a pattern. A pattern occurs when:
      i. The series of removals total more than 10 school days in a school year;
      ii. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
      iii. The school considers the following additional factors:
         - The length of each removal;
         - The total amount of time the child has been removed; and
         - The proximity of the removals to one another.

3. If the removal constitutes a change of placement:
   a. Provide the parent with proper notice;
   b. Make a manifestation determination within 10 school days of the decision; and
   c. Provide services in accordance with the "Educational Services During Periods of Removal" section herein.

For additional information regarding Placement in Disciplinary Settings, see Section 5 of the Special Education Handbook.

VII – Discipline

MANIFESTATION DETERMINATION REVIEW

20 USC § 1415(k)(1)(E); 34 CFR § 530; TEC § 37.004

When to Conduct

A manifestation determination must be made within 10 school days of any decision to make a change of placement of a child with a disability because of a violation of the Student Code of Conduct.
For conduct related to bullying, harassment, and making hit lists, the 10-day window does not apply. The school may not discipline a special education student for conduct related to bullying, harassment, and making hit lists before an MDR ARD is held to review the conduct.

Membership and Preparation

The Admission, Review, and Dismissal Committee (ARDC) must make the manifestation determination. In preparation for a MDR, it is important to schedule a staffing with the LSSP/Diagnostician who will be at the MDR ARD to review the evaluation and to assist with the MDR.
In the event the campus requires support from the Special Education Central Office team regarding the MDR staffing/ARD, the Program Manager for the program/services the student receives should be contacted.
If the student is AU, OHI with ADHD, or ED, there must be a LSSP present at the MDR ARD.
Please note a Campus-based Evaluation Staff (CBE) (Diag. or LSSP) MUST be at the MDR ARD or the meeting cannot be held.

Protocol prior to MDR for Student who engages in a Threat or a Serious Behavioral Incident in which safety is a concern

1. ***Contact the Executive Director, Special Education/Learning Support regarding the incident***
2. ***LSSP or Counselor Conducts a Threat Assessment following district Threat Assessment protocol***
3. ***Schedule ARD/MDR, if appropriate***
4. ***Depending on outcome of Threat Assessment***
   - ***Develop Safety Plan, Contract with student, etc..***
   - ***Conducting Staff prior to MDR. The following staff must be included in the staffing:***
     - ***All of the students general education teachers***
     - ***Campus Admin***
     - ***LSSP***
     - ***ARD Facilitator/CCC who will conduct the ARD***
     - ***Special Ed Teacher (case manager)***
     - ***Social Worker and any outside agencies as appropriate***
   - ***During the staffing, discuss interim placement or plans for student's return to school until MDR. All teachers should be involved in the staffing to ensure interim plans are reviewed and staff are well informed of the status of the student.***

Information to Review at the MDR/ARD Meeting

The school, parent, and relevant members of the ARDC (as determined by the parent and the school) must review all relevant information in the child's file including:

1. The child's individualized education program (IEP);
2. Any teacher observations; and
3. Any relevant information provided by the parents.

Determination

The information described above is reviewed to make the manifestation determination. Conduct is a manifestation of a child's disability if the school, parent, and relevant members of the ARDC determine that:

1. The conduct was caused by, or had a direct and substantial relationship to, the child's disability; or
2. The conduct in question was the direct result of the school's failure to implement the IEP.

When Behavior is a Manifestation

If in the MDR the ARDC determines that the conduct was the direct result of the failure of the school to implement the IEP, the school must take immediate steps to remedy those deficiencies.

If in the MDR the ARDC determines that the conduct was a manifestation of the child's disability, the ARDC must:

1. Implement Option A or Option B below:
    a. *Option A*:
        i. Conduct a functional behavioral assessment (FBA), provided that the school had not conducted such assessment prior; and
        ii. Implement the behavior intervention plan (BIP) for the child; or
    b. *Option B:* In the situation where a BIP has been developed, review the BIP and modify it as necessary, to address the behavior; **and**

2. Return the child to the placement from which the child was removed, unless:
    a. the parent and the school agree to a change of placement as part of the modification of the BIP; or
    b. the removal was made pursuant to the "Special Circumstances" provision.

When Behavior is not a Manifestation

For a disciplinary change in placement that would exceed 10 consecutive school days, if the ARDC determines in a MDR that the conduct was not a manifestation of the child's disability school personnel may apply the relevant disciplinary procedures to children with disabilities in the same

manner and for the same duration as the procedures would be applied to children without disabilities except that SERVICES DURING PERIODS OF REMOVAL must be provided.

Special Circumstances – 45 Day Rule

Special Circumstances exist when the child:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of the state educational agency (SEA) or the local educational agency (LEA);

   The term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the SEA or the LEA; or

   “Controlled substance” means a drug or other substance identified under schedules I, II, III, IV, or V; Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of federal law.

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the SEA or the LEA.

   The term "serious bodily injury" means bodily injury which involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

School personnel may remove a student to an appropriate Interim Alternative Educational Setting (IAES) for the same amount of time that a child without a disability would be subject to discipline, for no more than 45 school days, and without regard to whether the behavior is determined to be a manifestation of the child’s disability if Special Circumstances exist.

If the removal is for more than 10 consecutive school days, the school must engage in the Change of Placement Analysis and must conduct a manifestation determination review. School personnel may remove the child to an IAES without regard to whether the behavior is determined to be a manifestation of the child’s disability as long the removal is no more than 45 school days if the behavior is a

manifestation of the child's disability and the school determines and provides services in accordance with the rules set forth in the "Services During Periods of Removal" section herein.

VII – Discipline

EDUCATIONAL SERVICES DURING PERIODS OF REMOVAL

34 CFR §§ 300.101(a), 300.539; 20 USC §§ 1414(e), 1415(k)

Removals for Less than 10 Cumulative Days

FBISD is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who is similarly removed. FBISD may choose to provide the IEP services to a student with disabilities during any short term removal in order to prevent counting those days of removal toward the 10 cumulative days. In the case of a student whose behavior impedes his or her learning or that of others, convene an ARD meeting, if appropriate, to consider completing an FBA or FBR/BIP including positive behavior interventions, strategies, and supports to address that behavior.

Removals Exceeding 10 Cumulative Days that are Not a Change of Placement

If a student with a disability has been removed from the child's current placement for 10 school days in the same school year, and the current removal is *not* more than 10 consecutive school days and is *not* a change of placement:

1. School personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed for a free appropriate public education (FAPE):
    a. to enable the child to continue to participate in the general education curriculum, although in another setting; and
    b. to enable the child to progress toward meeting the goals set out in the child's IEP; and
2. Services may be provided in an interim alternative educational setting (IAES).

Removals that are a Change of Placement

1. The District must conduct an MDR pursuant to the rules previously discussed.
2. When behavior is not a manifestation of the child's disability, or when the child with a disability is removed from his or her current placement pursuant to the 45-day rule (irrespective) of whether the behavior is determined to be a manifestation of the child's disability, the ARDC must:
    a. determine the educational services for a FAPE, which may be provided in an interim alternative educational setting (IAES):
        i. to enable the child to continue to participate in the general education curriculum, although in another setting; and
        ii. to enable the child to progress toward meeting the goals set out in the child's IEP;
    b. provide, as appropriate, a functional behavior assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur; and
    c. determine the IAES.

i. for disciplinary placements that would result in a change of placement, the IAES shall be determined by the ARDC. The school shall ensure that parents are members of any group making educational placement decisions.

VII – Discipline

APPEALS

34 CFR §§ 300.532, 300.533; 20 USC § 1415(k)(3) -(4)

The parent of a child with a disability who disagrees with any decision regarding placement or the manifestation determination may request an expedited due process hearing. Also, a school that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a due process hearing.

Authority of Hearing Officer

In making the determination regarding a requested appeal, the hearing officer may order a change in placement of a child with a disability. In such situations, the hearing officer may:

- return the child to the placement from which the child was removed; or
- order a change in placement of a child with a disability to an appropriate IAES for not more than 45 school days if the hearing officer determines that maintaining the current placement is likely to result in injury to the child or others.

Multiple 45-Day Placements

The school may seek multiple hearings to continue a child's IAES placement if the district continues to believe that the child would be dangerous if returned to his or her placement.

Placement During Appeals

34 CFR §§ 300.532, 300.533; 20 USC § 1415(k)(4)

When an appeal has been requested by either the parent (regarding disciplinary placement or the manifestation determination), or the school (regarding the belief that maintaining the current placement is substantially likely to result in injury to the child or to others):

- The child shall remain in the IAES pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever occurs first, unless the parent and the State or school agree otherwise; and

- The State or school shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.

CONFINEMENT, RESTRAINT & TIMEOUT

TEC §§ 37.0021, 89.1053; 19 TAC § 89.1053

Student Safety

It is the policy of this state to treat with dignity and respect all children, including children with disabilities who receive special education services. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities.

Applicability

These procedures regarding confinement, seclusion, restraint, and timeout apply to:

1. All school employees, volunteers, and independent contractors; and
2. Peace officers, only if the peace officer:
    a. Is employed or commissioned by a school district; or
    b. Provides, as a school resource officer, a regular police presence on a school district campus under a memorandum of understanding between FBISD and a local law enforcement agency.
        i. However, the data reporting requirements apply to the use of restraint by any police officer performing law enforcement duties on school property or during a school-sponsored or school-related activity.

These procedures do not apply to:

1. A peace officer, while performing law enforcement duties, except as provided above;
    "Law enforcement duties" means activities of a peace officer relating to the investigation and enforcement of state criminal laws and other activities authorized by the Code of Criminal Procedure.
2. Juvenile probation, detention, or corrections personnel; or
3. An educational services provider with whom the child is placed by a judicial authority, unless the services are provided in an educational program of the District.

Seclusion

A District employee, volunteer, or independent contractor of the District may not place a student in seclusion. "Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

Confinement

It is the policy of this state and Fort Bend ISD to treat with dignity and respect all students, including students with disabilities who receive special education services. A student with a disability, who

receives special education services must not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique.

This section does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:

1. The student possesses a weapon as described under TEC 37.007(a)(1); or
2. The confinement is necessary to prevent the student from causing bodily harm to the student or another person.

Physical Restraint

"Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of the student's body.

"Emergency" means a situation in which a student's behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or
2. Imminent, serious property destruction.

A school employee, volunteer, or independent contractor may use restraint only in an "emergency" and with the following limitations:

1. Restraint must be limited to the use of such reasonable force as is necessary to address the emergency;
2. Restraint must be discontinued at the point at which the emergency no longer exists;
3. Restraint must be implemented in such a way as to protect the health and safety of the student and others; and
4. Restraint must not deprive the student of basic human necessities.

Training

Training for school employees, volunteers, or independent contractors must be provided according to the following requirements:

1. A core team of personnel on each campus must be trained in the use of restraint; and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint (See Texas Behavior Support Initiative later in this section for more information);
2. Personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint;
    i. Training on use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint; and
    ii. All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and the use of restraint.

Documentation

The following documentation requirements must be met in a case in which restraint is used by school employees, volunteers, or independent contractors:

1. On the day restraint is utilized, the campus administrator or designee must be notified verbally or in writing regarding the use of restraint.
2. On the day of the restraint send all restraint forms by PDF to Martha Palacios and cc Dominion Southall

3. On the day restraint is utilized, a good faith effort must be made to verbally notify the parent(s) regarding the use of restraint.
    i. All restraints should be documented in writing within the Success Ed system. (See the Success Ed portion of this handbook in Section 5 for more information on how to document restraints). Written notification of the use of restraint must be placed in the mail or otherwise provided to the parent within one school day of the use of restraint.

4. Written notification to the parent(s) and documentation in Success Ed must include the following
    a. Name of the student;
    b. Name of the staff member(s) administering the restraint;
    c. Date of the restraint and the time the restraint began and ended;
    d. Location of the restraint;
    e. Nature of the restraint;
    f. A description of the activity in which the student was engaged immediately preceding the use of restraint;
    g. The behavior that prompted the restraint;
    h. The efforts made to de-escalate the situation and alternatives to restraint that were attempted; and
    i. Information documenting parent contact and notification.

Cumulative data regarding the use of restraint by school employees, volunteers, independent contractors, and by peace officers must be electronically reported through the PEIMS.

Restraints by law enforcement personnel will not be entered into Success Ed.

The District shall report electronically to TEA, in accordance with standards provided by Commissioner rule, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by Commissioner rule for reporting the use of restraint involving students with disabilities.

VII – Discipline

What is Not Physical Restraint

Physical restraint does not include the use of:

1. Physical contact or appropriately prescribed adaptive equipment to promote normative body positioning and/or physical functioning;
2. Limited physical contact with a student to promote safety (e.g., holding a student's hand), prevent a potentially harmful action (e.g., running into the street), teach a skill, or provide comfort;
3. Limited physical contact or appropriately prescribed adaptive equipment to prevent a student from engaging in ongoing, repetitive self-injurious behaviors; or
4. Seat belts and other safety equipment used to secure students during transportation.

Physical Prompting

At times, physical prompting may be required in order to decrease inappropriate behaviors and increase appropriate behaviors. Physical Prompting consists of hand over hand prompts, as well as physically guiding a student in order to ensure compliance. Physical Prompting is not considered a restraint when used properly.

When Physically Prompting, you should ALWAYS utilize safe practices / procedures:

1. Inform all adults present of the prompting procedure you will utilize;
2. Do not attempt to physically pick up a large student as this may cause injury to yourself or the student;
3. Have a witness with you if you physically guide a student;
4. Use the least amount of physical prompting necessary to ensure compliance; and
5. Have a plan to fade the prompt to a lesser intrusive prompt prior to implementing physical prompting.

When physically prompting, you should NEVER:

1. Restrict the use of limbs;
2. Use only physical prompting to ensure compliance; or
3. Pick up a student by the wrist, forearm, upper arm or elbow.

When is physical prompting considered restraint?
Physical prompting is not the same as restraint and should not rise to the level of restraint. "Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of the student's body. Therefore, physical prompting may be restraint if the individual cannot move his/her body (cannot stand up/slide out/etc.).

If you have questions in regard to physical prompts, please contact the appropriate Program Manager.

VII – Discipline

Cool Down/ Reflection Time

"Cool Down / Reflection time" is a behavior management technique where a student is provided with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

1. That is not locked; and
2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

A school employee, volunteer, or independent contractor may use Cool Down/ Reflection Time with the following limitations:

1. Physical force or threat of physical force must not be used to place a student in Cool Down/ Reflection Time;
2. Cool Down/ Reflection Time must only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's individualized education program (IEP) and/or BIP if it is utilized on a recurrent basis to increase or decrease a targeted behavior; and
3. Use of Cool Down/ Reflection Time must not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

Training

Training for school employees, volunteers, or independent contractors must be provided according to the following requirements:

1. General or special education personnel who implement Cool Down/ Reflection Time based on requirements established in a student's IEP and/or BIP must be trained in the use of Cool Down/ Reflection Time;
2. Newly identified personnel called upon to implement Cool Down/ Reflection Time based on requirements established in a student's IEP and/or BIP must receive training in the use of time-out within 30 school days of being assigned the responsibility for implementing Cool Down/ Reflection Time;
3. Training on the use of time-out must be provided as part of a program which addresses a full continuum of positive behavioral intervention strategies, and must address the impact of Cool Down/ Reflection Time on the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP; and
4. All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and the use of Cool Down/ Reflection Time.

Documentation of Use of Cool Down/ Reflection Time

Necessary documentation or data collection regarding the use of Cool Down/ Reflection Time, if any, must be addressed in the IEP or BIP. The ARDC must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

VII – Discipline

Senate Bill 1196 and the Texas Behavior Support Initiative

The Texas Legislature mandates training for educators involved in the use of restraint and time-out with Special Education students.

Who has to be trained?

19 Texas Administrative Code § 89.1053. Procedures for Use of Restraint and Time-Out states:
(d)(1) …a core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint;

(d)(2) …personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint;

What is the training?

The training required under Senate Bill 1196 includes six (6) TBSI modules. The modules cover school-wide, classroom and individual behavior management strategies, as well as strategies for working with aggressive students, including the laws governing the use of restraint and time-out. Staff members are required to complete the 6 TBSI modules only once. (A refresher is not required.)

The other training component of TBSI (sometimes referred to as "Module 7") is training in an approved restraint program. Fort Bend ISD only offers Crisis Prevention Institute's (CPI) *Nonviolent Crisis Intervention Program* as an approved restraint program. The initial training for the CPI program is a one-day training, that must be taken every other year. The half-day refresher course must be taken on alternate years. If at any time your CPI training expires, you will be required to take the initial course.

Each campus is required to identify team members and to provide to the Program Manager for BSS a copy of the campus' TBSI team members. If you have any questions or concerns regarding the Texas Behavior Support Initiative requirements, please contact the Program Manager for BSS.

Section 8

INSPIRE • EQUIP • IMAGINE

FBISD
INSPIRE • EQUIP • IMAGINE

The Fort Bend Independent School District, an Equal Opportunity Educational Provider and Employer, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age, military status, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions. Additionally, the District does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a com plaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities. Policies DAA, DIA

VIII – Other Special Education Procedures

Table of Contents

TABLE OF CONTENTS 8000

REQUEST FOR DISTRICT SUPPORT SERVICES 8003

BEHAVIOR SUPPORT 8003
SOCIAL SKILLS SUPPORT 8003
BCBA SUPPORT 8004
INSTRUCTIONAL SUPPORT 8004
COMMUNICATION SUPPORT 8005

(CBI/WBL) COMMUNITY-BASED INSTRUCTION/WORK-BASED LEARNING (WBL) 8006

WHAT IS COMMUNITY-BASED INSTRUCTION (CBI)? 8006
GOALS AND OBJECTIVES 8006
Community Consumers *8006*
Recreational *8006*
Vocational Awareness of Community Helpers and Awareness of Relevant Places within the Community *8006*
CBI TEACHER RESPONSIBILITIES 8007
CBI GUIDELINES FOR OFF-CAMPUS CBI 8007
FUNDING FOR TRIP(S) 8009
PROGRAM MANAGER'S REVIEW 8009
Family Members Should Not Accompany the Class on CBI Site *8009*
GUIDELINES FOR PREPARING COMMUNITY BASED INSTRUCTION OUTIN 8010
Substitute Teachers, Student Teachers and Volunteer *8011*

COMMUNITY-BASED VOCATIONAL EDUCATION (CBVE) 8013

PROGRAM DESCRIPTION 8013
PROGRAM GOAL 8013
PROGRAM SUPPORTS 8014
TEACHER RESPONSIBILITIES 8014
TEACHER/PARAPROFESSIONAL COMMUNICATION 8014
INSTRUCTION 8014
ASSESSMENT 8014
BEHAVIOR MANAGEMENT 8014
PROCEDURES FOR VOCATIONAL EXPLORATION AND VOCATIONAL ASSESSMENT 8015
PROCEDURES FOR VOCATIONAL TRAINING/WBL 8015

ENROLLMENT PROCESS FOR SPECIAL EDUCATION STUDENTS NEW TO FORT BEND ISD 8016

Procedure *8016*

SPECIAL EDUCATION DOCUMENTATION AS IT RELATES TO THE STUDENT ACCOUNTING HANDBOOK AND THE CERTIFYPEIMS PROCESS 8018

DATA VERIFICATION 8020

RECORDS MANAGEMENT 8022

MANAGING RECORDS FOR SPECIAL EDUCATION STUDENTS 8022
STUDENTS TRANSFERRING DURING THE SCHOOL YEAR 8023

TEXAS RECORDS EXCHANGE (TREX) 8024

PRIVACY 8024
PARENT/ADULT STUDENT REQUESTS FOR STUDENTS CURRENTLY ENROLLED 8024

RECORDS REQUEST 8025

RELEVANT STATUTES: 8025
PROCEDURES 8026

VIII – Other Special Education Procedures

REQUEST STUDENT-SPECIFIC AIDE 8028

Documenting Student Specific Aides in Success Ed 8028

SHARS 8030

DOCUMENTATION OF SERVICES 8032
Personal Care Services 8032
Specialized Transportation 8033
Nursing Documentation 8033
Parental Notification and Parental Acknowledgement 8033
Random Moment Time Study 8034

SURROGATE AND FOSTER PARENTS 8034

Requirements for Foster Parent to Serve as Parent 8034
Training Program for Foster Parent to Serve as Parent 8035
Surrogate Parents 8035
Who Can Appoint? 8035
When Needed 8035
Timeline for Appointment 8035
Criteria for Selection 8036
Conflicts of Interest 8036
Training of Surrogate Parents 8036
District Procedures for Surrogate and Foster Parents 8038

RESIDENTIAL FACILITY TRACKER (RF TRACKER) 8040

FBISD Campus Guidance Regarding Residential Facilities 8040
Determining RF Status 8041
Coding 8041
Data Collection/Verification 8041
RF Tracker Program Data Process 8042

CLASSROOM OBSERVATIONS 8042

MEMORANDUM OF UNDERSTANDING – TEXANA CENTER 8043

VIDEO SURVEILLENCE OF SPECIAL EDUCATION SETTING PROCEDURES 8045

RISK MANAGEMENT 8065

Emergency Evacuation Planning 8065
Safety Statement 8067
Personal Safety Tips 8067
Individual Health Plans (IHPs) 8067
Universal Precautions 8068
Restraint Training 8072

DEPARTMENT ACTION PLAN PROCESS 8074

COMPLIANCE MONITORING PROCESS 8075

Success Ed Compliance Report Monitoring 8075
Special Education Audit Folder Review Process 8076
Special Education PEIMS Data Validation Process 8076
Special Education OnData Suite Application monitoring 8076
State Performance Plans 8077

IEP CONTINUER CODE 8079

DYSLEXIA AND SPECIAL EDUCATION SERVICES 8080

Procedures for consideration of Project Read 8080

VIII – Other Special Education Procedures

DUAL CREDIT COURSES AND SPECIAL EDUCATION 8081

SUCCESS ED (SPECIAL EDUCATION MANAGEMENT SYSTEM) 8082

ACCESSING SUCCESS ED 8082
SUCCESS ED SUPPORT 8082
UPDATING IEP GOALS & OBJECTIVES 8082
DOCUMENTING PARENT CONTACTS 8083
INCIDENT REPORT: RESTRAINT OR TIME OUT 8083
PREPARING FOR AN ANNUAL ARD 8084
PROCEDURES FOR UNLOCKING FORMS 8085

VIII – Other Special Education Procedures

REQUEST FOR DISTRICT SUPPORT SERVICES

Behavior Support

1. If a student is exhibiting one or more problem behaviors in the classroom, the teacher should first consult with the campus LSSP to review the behavior intervention plan (BIP) and/or behavioral data. If the student does not have a Behavior IEP/BIP, the campus LSSP should conduct a Functional Behavior Assessment (FBA) and utilize the results to develop a proposed Behavior IEP/BIP. In addition, until the ARD committee meets to review the proposed FBA/BIP, the LSSP should provide behavior interventions and strategies to assist the teacher.
    a. If behavior levels do not improve after approximately 2 weeks, the LSSP should request a staffing with the Program Specialist that supervises the services that the student receives. During the staffing, the student's needs, interventions implemented, and any additional district support needed should be discussed.
    b. If the Program Specialist and LSSP believe that the services of a district behavior consultant are required, then a request should be made to the Program Manager over the current program. The campus LSSP is responsible for completing the request form and sending to the Program Manager and providing a copy to the Program Specialist.
    c. Once the information is received by the Program Manager, a behavior consultant will be scheduled to observe the student, meet with the campus team, and provide recommendations.
2. District-Wide Behavior Aides (DWBAs) are available through the Special Education Department in special circumstances in which a student's behaviors have continued despite the implementation of behavioral strategies within the classroom environment. In order to request DWBA support, the student must have a Behavior Intervention Plan (BIP), behavior goal(s), and data tracking sheets individualized for the student's target behaviors.
    a. The DWBA is provided for a specified period of time, which is established when the DWBA is assigned to a campus.
    b. The DWBA's role is to model implementation of the student's BIP, collect data on the implementation of the BIP and frequency/duration of the behaviors.
    c. The campus staff, as the DWBA models implementation of strategies and collection of data, should begin to take over implementation and data collection as the DWBA support is faded toward the end of the specified time period.
    d. As with a request for a behavior consultant (see above), the campus should request DWBA support through the Program Specialist/Program Manager.

Social Skills Support

1. The classroom teacher should first consult with the campus LSSP to determine research-based intervention tools to use in which to teach social skills.
2. If the campus LSSP is unable to provide necessary intervention tools, the campus LSSP should email the social skills IEPs, teaching strategies, and data on the IEP to the Program Specialist.

3. Once received, the Program Specialist and campus evaluation team member will set up a consultation meeting. At the consultation meeting, the Program Specialist and LSSP will develop strategies to effectively address the student's social skills needs.
4. If progress is not observed (via data collection) within 2 weeks of implementation of the social skills strategies, the campus LSSP will contact the Program Specialist to follow-up with the teacher every two weeks.
5. The Program Specialist will provide specific research-based social skills instruction activities and model the implementation of these strategies.
6. If the teacher continues to have difficulty, a staffing should be scheduled with the Program Manager to discuss next steps.

BCBA Support

1. Teachers and staff should first identify the behavior of concern and begin collecting frequent and measurable data on the targeted behavior for at least two weeks.
2. If the data shows that the current strategies are not successful, then the staff should consult with the LSSP.
3. The LSSP in conjunction with staff will complete a Functional Behavior Assessment (FBA) or Review and develop a Behavior Intervention Plan (BIP). This information will be presented to the ARD committee.
4. Agreed-upon BIP will be implemented and progress documented for at least two weeks. The LSSP will monitor progress and ensure the plan is being implemented with fidelity.
5. If data shows that the plan is not successful, then the school should complete the referral form and attach copies of the data. This information should be sent to the Program Manager of Autism Support Services. The Program Manager of Autism Support Services will review and assign a BCBA to support the student, when applicable.
6. A consultation meeting will be scheduled between the BCBA and LSSP to discuss the student information, progress of the BIP, and any other relevant data.
7. If the campus and/or parent is requesting a formal assessment for a Functional Behavioral Assessment to be completed by a BCBA, a discussion must occur with the Program Manager of Autism Support Services prior to obtaining consent. It is up to the District to ensure an FBA is conducted by a qualified staff member and typically FBAs are completed by LSSPs. If there is a special request for a BCBA to complete a FBA, the Program Manager for Autism Support Services should be consulted.
8. If a parent is bringing a private BCBA to a staffing or ARD, a request for a BCBA should be completed and emailed to the Program Manager for Autism Support Services.
9. If parent is requesting that a private BCBA observe the student, a request for a BCBA should be completed and emailed to the Program Manager of Autism Support Services.

Instructional Support

1. If a teacher feels he/she needs additional support on how to effectively teach specific skills to individuals with disabilities, they should first contact the student's case manager to obtain strategies that have been found effective with the student in the past.

2. If, after the strategies have been implemented for two weeks, the teacher should document the difficulties observed in teaching (i.e., prompt dependency, lack of progress, modification ideas, visual supports) along with the specific targeted IEP objectives, and provide this documentation to the Program Specialist.
3. Once received, the Program Specialist and classroom teacher will set up a consultation meeting. At the consultation meeting, the Program Specialist and classroom teacher will develop research-based teaching strategies to enhance the students learning.
4. If progress is not observed, the campus should schedule a meeting with the Program Manager.

Communication Support

If a student requires additional communication support than the extent of a classroom teacher's knowledge, the teacher should first contact the case manager to explain the difficulties observed. The case manager should then contact the SLP assigned to the campus and provide recommendations in which to facilitate appropriate communication.

VIII – Other Special Education Procedures

(CBI/WBL) COMMUNITY-BASED INSTRUCTION/WORK-BASED LEARNING (WBL)

The following guidelines will be used by all District personnel when providing community-education experiences for preschool, elementary, middle, and high school students with disabilities.

What Is Community-Based Instruction (CBI)?

Community-Based Instruction (CBI) isintended to promote awareness of campus and community for pre-school students with disabilities that have difficulty with generalization of specific transition skills as identified in the IEP. Activities may be extended beyond the classroom into other campus and community environments as appropriate and relevant to young children. It is recommended that CBIs occur routinely with frequency dependent upon grade levels.

Goals and Objectives

CBI experiences must be specifically related to and reflected in the IEP goals and objectives. Students may require experiences on target objectives in the following areas:

Community Consumers

- Preschool (i.e., choice making, appropriate behaviors according to setting)
- Elementary (i.e., how to order and behave appropriately at a restaurant or shopping)
- Middle/High (i.e., exhibit socially appropriate behaviors, appropriate reciprocal interactions with community service personnel)
-

Recreational

- Preschool (i.e., knowing playground rules, participating in games with rules)
- Elementary (i.e., organized sports, movies, bowling, being a team member)
- Intermediate/Middle/High (i.e., observe and/or participate in organized sports, community/school social events with non-disabled peers, movies, shopping)

Vocational Awareness of Community Helpers and Awareness of Relevant Places within the Community

- Preschool (i.e., doctor's office, dentist's office, grocery store)
- Elementary (i.e., career exploration: what is a mail carrier, nurse, doctor, lawyer, fireman)
- Intermediate/Middle/High (i.e., career exploration: identifying career clusters, skills/education necessary to obtain various careers)

These experiences can occur on the campus and within the community. The basic guidelines for determining which of a student's educational goals are to be implemented in the community-based context are:

1. An interview with the student's parent/guardian to determine the individualized critical/functional skills-See *Student and Family Survey Document* located in the Appendix

2. The chronologically age-appropriateness of the tasks and of the environments;
3. An emphasis in allowing greater participation and independence in the most natural environment.

CBI Teacher Responsibilities

1. Serve as a member of the Admission, Review, and Dismissal (ARD) committee and propose draft goals and objectives for CBI.
2. Involve parents in the student's CBI by explaining the program and Voc. Ed continuum to parents, gaining their permission, and input.
3. Obtain a signed *Parent Notification of Community Based Instruction Form* (located in the Appendix) that indicates the site(s)/location(s) of the community-based education and mode of transportation if necessary for each student.
4. Written documentation (data sheets) must be recorded regularly (i.e., address each objective weekly at a minimum)
5. Coordinate student's academic coursework related to CBI. For high school student participating in CBVI and VOC EXP, teachers should consult with the student's CBVI teacher to determine if the student's needs regarding community-based instruction are being met through CBVI or VOC EXP experiences.
6. Supervision of Para-Educators
7. Plan the instruction

CBI Guidelines for Off-Campus CBI

CBI Trips Must Be Within Your School Attendance Zone (5 Mile Radius)
Selecting CBI sites outside of your school attendance zone increases travel time on the bus (and takes away from classroom instructional time), emphasizes sites that may not be regularly used by the families, and is not a good use of district resources. If there is a CBI site that is out of your campus attendance zone, you will be asked to provide a justification to the program coordinator. Absolutely no trips outside of the district boundaries will be approved.

CBI Trips Must Take Place between 9:30am and 1:30pm
This timeframe allows for students to get settled into the classroom, to review expectations for the CBI trip and to examine the objectives for the trip. This also provides time to make sure all paperwork is in place and the money/materials are packed and ready to go. By arriving back on campus on or before 1:30pm allows time to debrief the trip, put everything away and prepare for the end of the day activities.

Remember, trips can occur between the hours of 9:30am and 1:30pm; most trips will only require an hour or two within this timeframe. Very few trips will last the entire four hours and may require additional justification.

Remember to carefully examine all student schedules and plan trips that will not pull students from out classes, especially general education classes/electives.

CBI Trips Should Be Individualized to Meet the Needs of the Students

Not all students require the same frequency, length, and location for CBI trips. (Example: For some students it may be appropriate to provide instruction at Wal-Mart, for others that environment may be too large and stimulating) CBI trips do not include all of the students in the classroom. No more than four students should attend a CBI trip. Trips submitted with more than four students will be denied.

CBI and CBVI Request Procedures for Scheduling Trips

The Fort Bend Independent School District funds transportation for Community Based Instruction Trips. Note: Any trips requested that do not need consistent and repetitive instruction in community settings in order to generalize skills taught in the classroom will not be approved.

1. Complete all CBI Paperwork which is located on in the Appendix and send to the Program Manager or Specialist:
    - Student and Family Survey (English/Spanish)
    - Ecological Inventory
    - Site Map
    - Items on CBI Checklist
    - Student Medical Information
    - Lesson Plan
2. Send all CBI paperwork to the Program Manager and wait for approval. Approval will be signed and returned to the teacher as well as sent to the campus principal.
3. Contact manager for the CBI site. Provide information as to the date/time of the trip, and the areas the students will be visiting.
4. Once the CBI paperwork is reviewed by the program coordinator, confirmation will be sent via Outlook to the requesting teacher, Program Coordinator, Administrative Assistant over Transportation, and the Campus Administrator. In the comment section there will be a message indicating the trip was approved, denied, or additional information was required.
5. After the confirmation of approval from the Special Education Coordinator, fill out a trip request. The request can be completed by the building secretary on your campus or other designated person on your campus. The approval will be sent through the system. Once transportation schedules the trip, the system will notify all parties involved.
6. Complete the *Community Based Instruction Data Sheet* (see Appendix) for each student attending the CBI trip. Send to the Program Coordinator.

7. Complete *Campus Notification of Community Based Instruction Form* (Appendix) and give to campus/supervising principal.
8. Complete the *Parent Notification of Community Based Instruction* Form (Appendix) and send home for the parent to sign and return.
9. No trips will be scheduled during the month of December.

Transportation will publish restricted dates at the beginning of each year. These dates should not be considered by program teachers because there will not be any transportation available due to other commitments. Early dismissal dates should not be considered by program teachers because there will not be any transportation available due to the modification of the regular routing schedule. Trips may not be scheduled until the beginning of the 2nd nine weeks of school and must conclude 3 weeks prior to the last day of school for students.

Funding for Trip(s)

For the majority of the CBI/CBVI, campuses do not need monies to implement community-based instruction. In the event funding is needed, the special education teacher should contact the Program Specialist overseeing the program to discuss the request.

Program Manager's Review

The Program Specialist/Manager will review the CBI request once a week and communicate with the campus regarding the CBI.

Personal Purchases by Students

Although the goal of Community-Based Instruction is to teach students how to function independently in a variety of community settings, allowing students to bring extra money from home for purchases can create some unique challenges. If the student is using personal money, how can the school control boundaries on the type of items that are purchased? When some students bring money to purchase something to take home and others do not, you are creating an inequitable situation in the classroom. To eliminate this type of situation, personal purchases will not be allowed during CBIs.

Identify Environments That Are Commonly Used by Families and Return to Those Locations Frequently

The only way students will gain any level of independence in community environments is to provide instruction in those environments on a regular basis. Keep in mind the locations where most families purchase the majority of their groceries and household supplies. The *Student and Family Survey* (Appendix) is used to gather this information.

Family Members Should Not Accompany the Class on CBI Sites

The purpose of Community-Based Instruction is for students to participate in detailed lessons to prepare them for future community participation. Just as in the classroom, having family members in attendance pulls students' attention away from the lesson.

VIII – Other Special Education Procedures

CBI Should Never Be Used as a Reinforcer

Teachers should never use CBI trips as leverage to encourage students to demonstrate appropriate behavior. Students should not be excluded from CBI trips as a consequence for inappropriate behavior. However, if a student is consistently displaying behaviors that are of concern, the teacher can determine that it is not safe to take the student into the community until they are consistently responsive to teacher direction and can better manage behavior.

Guidelines for Preparing Community Based Instruction Outing

The teacher facilitating Community-Based Instruction must adhere to the following steps provided by the District:

1. Review emergency procedures with staff that will be providing community-based education prior to implementation of such. Have staff sign-off that they have read and understand the procedures for implementing community-based education.
2. Have a sign-out log and classroom schedule, which identifies the location of each student in the community and on campus. It must be posted in an accessible and visible place in the classroom. A copy must be provided to the Campus Compliance Coordinator/ Department Chair and the campus principal, or their designee.
3. Each campus shall have a file containing each student's picture and emergency information. This file shall be kept with the Campus Compliance Coordinator/ Department Chair. The campus principal or their designee shall be made aware of the location of file in case of emergency.
4. First-Aid supplies, at a minimum, should include rubber gloves, plastic bags (i.e. grocery bags for maintaining soiled clothing), Band-Aids, self-care items (i.e. sanitary napkins, diapers.)
5. "Guidelines for Emergency Situations" (including campus phone numbers and names of relevant school personnel) shall be followed.
6. On-going written records (anecdotal and /or data sheet) related to the implementation of community IEP objectives shall be maintained and available for review by campus and district personnel. Student progress must be recorded on their IEP goals & objectives at progress reporting periods.
7. Each teacher shall carry a binder or folder containing the following:
    a. Identification and emergency information on each student who is receiving education in the community. This information shall include:
        i. The student's name, address, and phone number.
        ii. The parent's name and phone number.
        iii. The name of the school and the phone number.
        iv. The name of the school administrator.
        v. Medical information.
        vi. The student's mode of communication.
        vii. A picture of the student.
8. Each student shall carry the following: personal identification, any necessary emergency information (i.e., medical considerations) and relevant phone numbers.

9. Complete an *Ecological Inventory of the CBI site* (see Appendix). An ecological inventory needs to be completed to take into account for general factors such as general layout and accessibility of the facility, ease of access, location and accessibility of the bathroom, opportunities for interaction, cost of admission, food, or services, and additional environmental factors that may be of issue to the students.

Paraprofessionals

- Paraprofessionals will adhere to these guidelines.
- Paraprofessionals may supervise and instruct a group of students going to and from or at a community site while with the teacher. However, the teacher is ultimately responsible for the supervision and instruction of all the students in his/her class.
- Paraprofessionals may remain on campus with a group of students with disabilities and provide supervision and remedial instruction while supervised by certified personnel within the school building.

Substitute Teachers, Student Teachers and Volunteers

- Substitute teachers and substitute paraprofessionals may not go off campus without a regular classroom staff person who is familiar with each student's instructional program and behavioral issues.
- Student teachers and volunteers can supervise or provide instruction to students with disabilities while in close proximity to or in the presence of the certified teacher.

Campus Administration

- The designated campus administrator shall keep a copy of these guidelines and the Department of Labor's Fair Labor Standards Act (FLSA).
- The designated campus administrator shall have access to a daily sign-out log and/or daily classroom schedule.
- The designated administrator shall have access and/or maintain the file containing student pictures and emergency information.

Transportation

Staff shall not transport students in their personal vehicles under any circumstance. Travel shall be coordinated with district transportation office.

Field Trips

All field trips being conducted by the general education teacher should be considered first and foremost. Community outings that do not occur on a regular and planned basis are considered a field trip and are not part of the student's IEP. Separate permission forms (obtained from the campus secretary) are needed for each field trip, since these outings are not covered in the community-based education permission form.

VIII – Other Special Education Procedures

Responsibility

The teacher is ultimately responsible for the supervision and instruction of the students placed in his/her class and this includes the time spent in with community-based instruction.

VIII – Other Special Education Procedures

Community-Based Vocational Education (CBVE)

Program Description

There are three distinguishing components of non-paid community-based vocational education (CBVE) programs. The three components are vocational exploration, vocational assessment, and vocational training. As a general rule, they maintain that each component should not exceed the following times during any one school year.

- Vocational Exploration – 5 Hours per Job Experienced Vocational exploration involves investigating a student' interests, values, beliefs, strengths, and needs in relation to the demands and other characteristics of work environments. Students are exposed briefly to a variety of work settings to help them make decisions about future career directions or occupations. Exploration enables students to make choices regarding career and occupational areas they wish to pursue.

  Vocational exploration might also be defined as job shadowing. In this phase, students are merely observing the job and talking with employees. Any actual work trial in this phase should be under the direct supervision of school personnel.
- Vocational Assessment – 90 hours per Job Experienced Vocational Assessment helps determine individual training objectives for a student with a disability. In this component, the student performs work assignments in various businesses under the direct supervision of school personnel and employees. Assessment data are systematically collected on the student's interests, aptitudes, needs, learning styles, work habits, behaviors, personal and social skills, values and attitudes, and stamina. The student rotates through various work settings corresponding to the student's employment preferences as situational assessments are completed by school personnel and assessment site employees. As a result, students select work settings in which **they can best pursue career or occupational areas matching their interests and aptitudes.**
- Vocational Training – 120 Hours – per Job Experienced Vocational training places the student in various employment settings for work experience. The students, parents, and school personnel should develop a detailed, written training plan which includes the competencies to be acquired, methods(s) of instruction, and procedures for evaluating the training experience. Training must be closely supervised by a representative of the school. The purpose of this component is to enable students to develop the competencies and behaviors needed to secure and maintain paid employment.

Program Goal

The goal of CBVE is to provide special education students the opportunity to explore careers and postsecondary employment options and build skills to support the goals.

VIII – Other Special Education Procedures

Program Supports

CBVE is supported by special education teachers, general education teachers, para-educators, job coaches, campus administrators, program managers/specialists, speech Language Pathologists (SLPs), Licensed Specialists in School Psychology (SLLP), related services staff, and parents.

Teacher Responsibilities

- Refer to "CBI Teacher Responsibilities for the Vocational Exploration and Vocational Assessment hours.
- For Vocational Training the teacher will collect data from the Vocational Exploration and Vocational Assessment hours and meet with the Transition Teacher to determine the appropriate training site for the student.

Teacher/Paraprofessional Communication

- The special education teacher, transition teacher, paraprofessionals and job coach must communicate regularly with all staff working with and supporting the students. There must be a clearly defined schedule to include the training at the job sites and all three components of the CBVE.

Instruction

- The students receive vocational instruction both in the classroom and in the community at work sites. The IEP goals and objectives are based on the student's postsecondary goals and career interest.
- Both the special education teacher will regularly document student progress on the IEP goals and objectives.
- Data is collected during each vocational training.

Assessment

- Special education teachers and job coaches will utilize the vocational exploration and vocational assessment in addition to teacher reports, parent reports, informal and formal checklists to assess current needs of the student to develop appropriate goals and objectives that meet the student's current functioning level. The assessment will need to be conducted prior to each annual ARD meeting.

Behavior Management

In addition to classroom management system, the CBVE provides individualized behavior management systems utilized for each student. Teacher and para-educators apply effective principles of Crisis Prevention Intervention (CPI) for students who demonstrate aggressive behaviors and may require verbal de-escalation and/or physical restraint.

Behavior management is consistent across classroom and work-site staff members.

An individualized behavior management system for each student is in place, based on the BIP, as determined by the student's ARD committee.

VIII – Other Special Education Procedures

Procedures for Vocational Exploration and Vocational Assessment

- Refer to all guidelines and procedures in the CBI/WBL section above

Procedures for Vocational Training/WBL

- Students recommended for Vocational Training (WBL) will train in the community based on the recommendation of the ARD committee
- Students will train at community work sites no more than 120 hours per school year

VIII – Other Special Education Procedures

ENROLLMENT PROCESS FOR SPECIAL EDUCATION STUDENTS NEW TO FORT BEND ISD

The following process has been developed to:

1. Ensure that students will be placed in the most appropriate programs for their specific needs.
2. Facilitate a smooth and informed transition.

Procedure

The following steps should be taken:

1. Verify residency by the Attendance Clerk at the Zoned Campus.
2. Continue the campus enrollment process.
3. Zoned Campus prepares the schedule for the student. If the student received Special Education services from their previous district, the following steps should occur:
    a. Counselor, or whomever determines the student was receiving Special Education services, contacts the CCC/ARD Facilitator .
    b. CCC/ARD Facilitator asks the Campus TREx Representative to include the request for Special Education records when the Texas Records Exchange (TREx) is initiated.
    c. CCC/ARD Facilitator should complete the following steps:
        i. Inform the parent that a Transfer ARD Meeting must be held within 5 days of the date of enrollment. Get date/times in which the parent is available to attend the ARD Meeting.
        ii. Once the student has been enrolled at the zoned campus they should appear in Skyward the next day.. Only after the student has been enrolled and is visible in Skyward will the CCC/ARD Facilitator be able to import the student into Success Ed. If you need to access the student the day of enrollment, the CCC/ARD Facilitator , will need to manually enter the student in Success Ed.
        iii. Verify Special Education services/placement with the previous district. If it is determined that the student was in a specialized program, the CCC/ARD Facilitator should complete the following additional steps:
            1. The CCC/ARDFacilitator) should immediately contact the Program Manager to determine recommendations for placement in a district-wide program for the ARD Committee.
            Note: The student should be enrolled and attend classes at the zoned campus until an ARD Meeting is held. If there are safety concerns about the student attending classes, please contact the Special Education Program Manager for the specified program.
            2. Contact the program/campus with the agreed upon date/time for the ARD Meeting.
            3. Conduct the ARD Meeting at the zoned campus with at least one representative (Administrator, Teacher, or Evaluation Specialist) from the Program Campus present for the ARD Meeting.

4. After the ARD Meeting, if the student is determined to be placed at another campus:
    a. A Campus Administrator, or designee, will take the enrollment packet/cumulative to the Program Campus. These documents may not be given to the parent.
    b. The parent and the student will go to the Program Campus.

VIII – Other Special Education Procedures

Special Education Documentation as it Relates to the Student Accounting Handbook and the CertifyPEIMS process

FBISD must make available and provide to the Financial Compliance Division of the TEA copies of all required attendance records **within 20 working days** of written request by the agency. Failure to provide all required attendance records (specific program[s], grant[s], or both) will result in the TEA's retaining 100% of your district's Foundation School Program (FSP) allotment for the undocumented attendance for the school year(s) for which records have been requested.

This section describes the requirements that must be met for students who are receiving special education services to be eligible for funding.

To be eligible to receive special education services, a student must be a child with a disability. The determination of whether a student is eligible for special education and related services is made by the student's individualized family services plan (IFSP) committee (for children from birth through age 2) or admission, review, and dismissal (ARD) committee (for a student aged 3 years or older).

FBISD must make special education services available to the following:

- an eligible student beginning on his or her third birthday;
- an eligible student who has not reached his or her twenty-second birthday on September 1 of the current school year and who has not received a regular high school diploma; and
- an eligible student who meets all three of the following requirements:
  - the student has not reached his or her twenty-second birthday on September 1 of the current school year;
  - the student has received a regular high school diploma under 19 TAC §89.1070(b)(2) and §89.1070 (g)(4), and
  - the student is returning to school under 19 TAC §89.1070(k).

FBISD also must make special education services available to an infant or toddler (child from birth through age 2) who has a visual or auditory impairment and whom an IFSP committee has determined to be eligible for special education services. Such a child is eligible for average daily attendance (ADA) on the same basis as other students receiving special education services.

Provided that students are served by appropriately certified special education staff members, students who are eligible for special education services and are provided those services by FBISD are eligible for special education contact hours and weighted funding.

A student with a disability must not be reported with a PEIMS special education instructional setting code before actual service begins.

FBISD must not assign attendance personnel the responsibility of determining a student's coding information. Special Education staff members, directors, or teachers should provide attendance

personnel with names and coding information of students who are eligible, and whose documentation is in order.

Special education directors and staff members are responsible for reviewing special program data and totals for accuracy and completeness. They are also responsible for ensuring that attendance personnel are aware of any changes in a student's services and the effective dates of those changes.

The attendance personnel are then responsible for entering the changes in the student attendance accounting system. At the end of each 6-week reporting period, special program staff members should check the Student Detail Report for any coding errors.

In FBISD, the process to check the Student Detail Report for any coding errors is referred to as ***CertifyPEIMS.*** Each campus has a designated special education staff member that is required to sign off on the six weeks student attendance detail report, district and campus summary reports.

VIII – Other Special Education Procedures

DATA VERIFICATION

The Performance-Based Monitoring (PBM) system, which was developed in response to state and federal statute, is a comprehensive system designed to improve student performance and program effectiveness. The PBM system is a data-driven system that relies on data submitted by districts; therefore, the integrity of districts' data is critical. To ensure data integrity, the PBM system includes annual data validation analyses that examine districts' leaver and dropout data, student assessment data, and discipline data. Additional data analyses, including random audits, are conducted as necessary to ensure the data submitted to the Texas Education Agency (TEA) are accurate and reliable.

Data Verification takes place every six weeks. A timeline can be found on the PEIMS SharePoint site.

At each six weeks period, the Campus Compliance Coordinator or ARD Facilitator will verify the information from Skyward and Success Ed to ensure accuracy. The steps below provide an outline of the process:

1.) The campus ADA/Attendance Clerk/Registrar will print or email a copy of the Daily Register to give to the CCC or ARD Facilitator.
2.) The CCC or ARD Facilitator will print the PEIMS 163 by Service Start Date report.
    - In Success Ed, go to Reports>Programs-Special Education> PEIMS 163 by Service Start Date. Click Run Report.
    - In the report parameters:
        - Select your campus.
        - Under Program Status, select only Active, Initial, and Transferred.
        - The start date should be the first day of school (example: 8/15/2018)
        - The end date should be the date you are running the report (i.e. today's date)
        - When the parameters have been selected, click View Report.
        - The report can be converted to PDF or Excel and/or printed.
3.) For errors or discrepancies, have the Data Verification document (see Appendix) open to note these concerns on the form.
    - Corrections to instructional arrangements, speech counts, or data found in the ARD document will need to be made through an ARD. An amendment can be held for these corrections. The CCC/ARD Facilitator can note that an ARD is needed on the Data Verification document.
    - For students showing or not showing on the reports, or data sharing concerns between Skyward and Success Ed, please note these on the Data Verification document. Do not email these issues to the Special Education department unless it is on the Data Verification document.
4.) Send the Data Verification document to the Program Specialist for Compliance.
5.) Errors or discrepancies will be looked at and sent back to you as a follow up.
6.) Hold any ARDs needed to correct the information and lock them within 5 day of the meeting.

7.) Sign off on the Principal's Report with your ADA/Attendance Clerk/Registrar to verify the information is accurate.

VIII – Other Special Education Procedures

RECORDS MANAGEMENT

FBISD has moved to electronic storage of all student special education audit files i through an application called Docuware.

ARD paperwork and related documents will no longer be located at the Administration Building. Instead, files will be access through Success Ed and Docuware.

Since the ARD process is electronic, it is recommended that campuses do not keep a campus-based audit file for each student and staff members utilize Success Ed to view records. All forms with signatures will be uploaded into the "history" of the student's file in Success Ed. If pages from the ARD are printed out and distributed to appropriate staff members, it is critical the records are kept confidential and only shared with staff members who teach or provide services to the student.

Who has access to view a student's records in Success Ed or Docuware?

- Executive Director of Special Education
- Director of Special Education
- Assistant Directors
- Special Education Program Managers
- Special Education Program Specialists
- Lead Evaluation Staff
- Related Service Providers of the student
- CCC/ARD Facilitator
- District-Wide Evaluation Staff
- Campus Administrators
- Teachers of the student (general and special education)

Managing Records for Special Education Students

Students New to Fort Bend ISD

When a Special Education student enrolls in Fort Bend ISD for the first time, the campus will add the student in Success Ed. If the parent/guardian provides any documents or the campus receives documents from the previous school district, the campus department head, campus based evaluator, CCC, or ARD Facilitator will be upload the files into to the student's Success Ed file under the History tab.

Students Returning to Fort Bend ISD

When a Special Education student that was previously enrolled in the district returns to Fort Bend ISD, the CCC/ARD Facilitator staff will reactivate the student in Success Ed. If the parent/guardian provides any documents or the campus receives documents from the previous school district, the campus department head, campus based evaluator, CCC, or ARD Facilitator will be upload the files into to the student's Success Ed file under the History tab.

VIII – Other Special Education Procedures

Students Transferring During the School Year

When a Special Education student transfers to another Fort Bend ISD campus during the year, the Success Ed file will move to the new campus under the Enrollment tab of the Student section. All forms will then be accessible to the receiving campus, including those uploaded into the History section.

VIII – Other Special Education Procedures

TEXAS RECORDS EXCHANGE (TREx)

Texas school districts are required to use Texas Records Exchange (TREx) to send and receive student records. The Texas Education Code requires a district to respond to a request for a student record from the receiving district within 10 working days after the date the request for information is received. Each campus has a TREx Designee (typically the attendance clerk) who sends and receives all student records.

Privacy

Texas Education Code §25.002 and FERPA 34 CFR Part 99, 99.31(a)(2) and 99.34 protect the right of access to the student record. The District must protect the private information on student records and transcripts from unauthorized individuals. TREx encryption ensures protection of the data during transmission and within the TREx process; however, once the data is downloaded, the receiving school district/campus is responsible for data security.

Parent/Adult Student Requests for Students Currently Enrolled

A parent/Adult Student may request a copy of the last ARD and FIE from the campus special education staff. For copies of the student's entire file history, or other educational records see Records Request below.

VIII – Other Special Education Procedures

RECORDS REQUEST

Requests for student records may come from parents of current students, parents of formerly enrolled students and graduates. Occasionally, law enforcement or governmental agencies such as juvenile probation officers will make requests or issue subpoenas for records if a student or former student is involved in the criminal justice system. Navigating through the various requests will depend upon whether a current student is general education or special education.

RELEVANT STATUTES:

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The District has 45 calendar days to respond to a FERPA request.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Appropriate officials in cases of health and safety emergencies;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - Compliance with a judicial order or lawfully issued subpoena; and
    - State and local authorities, within a juvenile justice system, pursuant to state law.

Texas Public Information Act

Fort Bend ISD, as a local governmental entity, is subject to the requirements of the Texas Public Information Act. Texas Government Code 552.002(a) defines "public information" as information collected, assembled, or maintained under a law or ordinance or in connection with the transaction of official business by a governmental body, or for a governmental body if the government body owns the information or has a right of access to it. Public information may be requested from Fort Bend ISD,

through the District Website at www.fortbendisd.com, by selecting Public Information under "Quick Links". The District has ten (10) business days to respond to the request. It is important to note that governmental entities are not required to respond to questions via the Texas Public Information Act; however, if available, records that would provide the answers to posed questions will be provided if not excepted from release via statute.

PROCEDURES

Standard Requests

1. Verify the Identity of requestor.
2. If the student is classified as **Special Education and/or 504**, requestor should be referred to the M.R. Wood Center For Learning, Records Specialist, Shaun Smith-Williams at Shaundrika.Smithwilliams@fortbendisd.com or 281-634-1158. The records specialist will work with the Special Education and Learning Support Services Departments to process the records.
3. If student is in general education and **currently** enrolled in FBISD, the campus may provide the records **directly** to the parent/guardian of student.
4. If student is general education and considered **inactive**, OR is current but requesting records for more than the current year, the requestor should be directed to the District Website at www.fortbendisd.com, by selecting Public Information under "Quick Links" to make their request. Legal Services will process the request.
5. Requests for student directory lists, employee records/employee lists or miscellaneous records requests may be directed to the District Website at www.fortbendisd.com, by selecting Public Information under "Quick Links" to make their request.
6. Requests for High School transcripts are handled by the High School campus registrar.

Requests from Juvenile Probation Officers

1. Verify the Identity of requestor.
2. In Fort Bend ISD, responsive documents should be provided directly to the probation officer that is requesting the records in an expedited manner. If you have questions regarding providing special education documents, contact the Executive Director for Special Education who is custodian of Special Education records.

Subpoenas

1. Upon receipt of a subpoena, immediately notify the Legal Services Department at 281.634.1117, and forward a copy of the subpoena to public.information@fortbendisd.com. The Legal Services Department will provide further guidance regarding processing the subpoena.
2. These requests and/or subpoenas are court documents and the District will cooperate with law enforcement or county officials in collection of these records.

3. Campus personnel may accept service of a subpoena. A students' educational environment should not be interrupted, (i.e., a teacher, principal, or District employee should not be removed from the classroom in order to receive a subpoena).
4. If you are unsure how to comply with or have a question about the legitimacy or authority of the person presenting a subpoena, contact Legal Services.

Social Security/Disability Documentation

All requests from Social Security for a student special education records should be scanned and sent to the District Special Education Records Clerk. The District Special Education Clerk will respond to the request and send the records directly to the Social Security Administration.

VIII – Other Special Education Procedures

REQUEST STUDENT-SPECIFIC AIDE

Decisions regarding the use of a student-specific aide, as with any other service, should be made on an individual basis and addressed by the ARD Committee.

In an effort to ensure LRE, the following steps should be taken prior to making a recommendation to the ARD Committee:

1. The CCC, ARD Facilitator, or Department Head gathers data to support the need for additional support.
2. The CCC, ARD Facilitator, or Department Head contacts the appropriate Program Manager that supervises the student's program and services to schedule a staffing.
3. The Special Education Program Manager will attend the staffing, review all data, and conduct an observation of the student.
4. After the data gathering process is completed, the Special Education Program Manager will make a recommendation to be considered by the ARD Committee.
5. If the ARD Committee determines that a student-specific aide is needed, data supporting this decision and its effect on the Least Restrictive Environment should be documented in the ARD Meeting minutes as well as the Determination of Services page of the IEP Meeting.

Documenting Student Specific Aides in Success Ed

If the ARD committee determines the need for a student-specific aide is needed, the campus will need to hold an ARD in order to document the decision on the Determination of Services page of the IEP Meeting.

On the Determination of Services Page:

1. The minutes for special education will need to be added on a separate line for each subject area.
2. The comments should include a statement to specify the number of time and that support is provided by a student-specific aide. Example: "The student will receive in-class support from a student-specific aide 60 minutes per day."
3. The Service Provider will be Special Education Aid.
4. The service type should reflect In-Class Support.
5. An accommodation will need to be added to include 'Student-Specific Aide'. A comment can be added to include more information if needed.
6. If the meeting is an Annual and the ARD committee determines the support is needed, add the support on the Determination of Services page for the next school year.

On the Consideration of Least Restrictive Environment:

1. Include the data and documentation used to support the need for a student-specific aide in the Benefits and/or Harmful Effects sections.

In the ARD Deliberations:

1. Include the discussion about the need for a student-specific aide.

2. Discuss and report on the data to support the decision for the support for the student.
3. Document the effect on the LRE.
4. Record the amount of time needed for the student-specific aide. This should mirror the documentation listed on the Determination of Services Page.

Documentation of student-specific aides is needed for various reasons, such as:

- Reports from Success Ed
- Determining campus staff needed to cover all services
- Medicaid billing
- Student need of the support

VIII – Other Special Education Procedures

SHARS

FBISD SHARS Coordinator-TBD 281-634-2094
SHARS Specialist- Michelle Zamora 281-634-1211
SHARS Specialist-Regina Van Avery 281-634-0952

School Health and Related Services (SHARS) is a Medicaid program designed to allow school districts to seek federal reimbursement health services performed for Special Education Students as defined by their IEP.

The school district may submit claims for SHARS services provided to students who meet the following criteria:

- Student must be Medicaid eligible at the time of the service
- The student must be under 21 years of age
- The SHARS services the student receives must be documented in the student's ARD/IEP
- There must be a signed parental acknowledgment to release confidential information in the student file
- Providers must have current credentials and/or license that is up to date and not "lapsed" or in any kind of "grace" period.

FBISD seeks Medicaid Reimbursement for the following services:

- Counseling
- Psychological Services
- Occupational Therapy
- Physical Therapy
- School Health Services
- Speech Therapy
- Personal Care services
- Special Transportation

***The district has collaborated with MSB Consulting Group to provide software for documentation of services, X Logs, and SHARS claims submission. MSB provides printed materials at all trainings/workshops as well as a dedicated website for staff to get resources on documentation guidance (https://msbconnect.com/success-center/).

Details on SHARS policies More details on SHARS policy can be found on Health and Human Services Commission website (http://legacy-hhsc.hhsc.state.tx.us/rad/acute-care/shars/index.shtml).

VIII – Other Special Education Procedures

SHARS POLICY CLARIFICATION

Participation in the SHARS program does not preclude a child from receiving similar or additional services by parent choice under another Medicaid program or provider in the private sector.

A child's eligibility for Medicaid Services outside the school setting is not compromised by receiving SHARS service at school. The service provided at school are so the child may receive a free and appropriate public education. Due to medical necessity, the child may need additional services outside of school.

For example, a school may provide and seek reimbursement for Speech Therapy for a student who also receives Medicaid THSteps-CCP Speech Therapy outside the school setting.

ADDITIONALLY, there is NO lifetime benefit cap for Medicaid services to children under 21. SHARS is a program under the EPSDT (Early and Periodic Screening, Diagnosis and Treatment) program. Under EPSDT, there are no set limitation on Medicaid services to clients under 21, as long as the service is medically necessary. The Medicaid services the child receives at school do not affect the type or amount of Medicaid services the child receives outside the school.

The following services are eligible to receive reimbursement assuming all other required documentation is in place:

- Audiology Services
- Assessment/Evaluation
- Counseling Services
- Nursing Services
- Occupational Therapy
- Personal Care
- Physical Therapy
- Physician Services
- Psychological Services
- Special Transportation
- Speech/Language Therapy

Additional information on billable services can be found here: https://msbconnect.com/Our%20Resources/Regulations%20%20Texas/TX_SHARS_BillingGuidelines.pdf.

To access reimbursements under the Medicaid to Schools Program, SHARS, the district, along with the contracted vendor, MSB, will extract eligible documentation from X Logs and then submit to Texas Medicaid Healthcare Partnership (TMHP).

VIII – Other Special Education Procedures

DOCUMENTATION OF SERVICES

As part of the job requirements for any staff, local or contracted, who provide a service to a special education student, will use X Logs to document services. X Logs is the district's chosen software that allows all providers to document services delivered. Including, but not limited to the following:

- Student Name
- Activities performed
- Accommodations served
- Goals and Objectives served (with progress notes and monitoring)

Documentation is due on a monthly basis through the X Logs program, however providers can document on a daily or weekly basis.

When documenting for services within these settings, documentation can be set-up on an all-day appointment and then use a student sign-out sheet in the classroom to designate minutes where other support staff remove student from these classrooms to provide services. Indicate these minutes in the "Time Away from Student" field in X Logs to ensure minutes are removed from documentation of services.

Should a teacher need a "sign-out sheet" for their classroom, templates are available here http://msbconnect.com/documents.

In addition, documentation responsibilities will fall within the scope of the teachers' responsibility. The teacher will use the feature in X Logs, known as the "Data Entry Clerk" role to ensure all documentation are accounted for students receiving services within school day. This requires that all staff members within team, must document for at least one student.

Personal Care Services

Personal Care Services (PCS) are support services provided to help a child with a disability or chronic health condition benefit from their free and appropriate public education (FAPE). Personal Care activities include, but are not limited to the following:

- Total or partial physical assistance
- Prompting or cueing the student to complete a task
- Redirection, monitoring and observation that are medically necessary and an integral part of completing a personal care service
- Interpreting for hearing impaired students
- Observation/monitoring and redirection/intervention for **Behaviors**
    - Behavior that interferes with completion of Activities of Daily Living/Instrumental Activities of Daily Living
    - Behavior that is socially offensive
    - Behavior that will, or has the potential to, cause injury to the student and/or others

  - Behavior that will or has the potential to cause damage to property
- Personal Care Services can be submitted as group and individual services. The majority of the services provided in the district are considered group service and should be documented as such. If you feel that you are providing individual service (i.e. one on one), please contact our office so we can verify individual service is appropriate.

Special Education Teachers should remember the following:

- In order to bill for PCS, PCS activities must be in the IEP/ARD (PLAAFPs, IEP Goals and Objectives, Accommodations pages, PCS Supplement and/or in the minutes of the ARD. All these areas of the ARD\IEP need to be in alignment or "tell the same story".

Specialized Transportation

Students who receive an ordered service within their IEP that further designates the need of a specially adapted vehicle, the transportation department will ensure bus drivers are filling out a bus log (paper) to confirm services were delivered. Should an aide/bus monitor be present on the vehicle, they will sign the log as well.

These logs will be picked up on a monthly basis and submitted to MSB Consulting for processing.

Nursing Documentation

The nursing department uses a system known as Snap to document for all services performed for all populations of students. MSB Consulting will receive a monthly data extraction from Snap for the identified special education students. This data file is then imported into X Logs and then reviewed for Medicaid reimbursement potential.

Parental Notification and Parental Acknowledgement

Parental Acknowledgement is an integral part of any SHARS program. Over the past few years the nature of the parental consent requirement for SHARS has changed. Initially, in 2006, the parental consent required for SHARS was a consent for the district to seek reimbursement for services provided to Medicaid eligible students while they were at school. In 2013, a change was adopted by IDEA and became a consent to release personal information.

The Parental Consent to Release Information for SHARS must be presented to every Special Education parent during ARD meeting. On March 18, 2013, the IDEA rule concerning parental consent changed. In previous years, districts were asked to get a consent signed each year at the ARD meeting. After this date, the consent must be signed only once and remains effective until the parent revokes consent. After obtaining a signed consent, only notification must be provided annually.

In all cases, a copy of the consent form needs to be sent to the SHARS team at the Administration Building, Business and Finance office.

If the parent:

- Signs the form YES, copy and send to the SHARS team in the pony
- Signs the form NO, copy and send to the SHARS team in the pony

- Refuses to sign; please make a note at the bottom of the form and send to the SHARS team in the pony
- Signs N/A, please send to the SHARS team in the pony

The signed consent form also needs to be scanned and uploaded into Success Ed so there is an electronic record.

We need to have a record documenting that the form was presented to the parent. This will help us to keep the records up to date with MSB so we can stay compliant with this IDEA regulation.

More information on the IDEA Regulation regarding parental consent to release information can be found on the TEA website, HHSC website and the IDEA website with the US Department of Education.
www.hhsc.state.tx.us
www.tea.texas.gov
www.idea.edu.gov

Always feel free to call the SHARS team with any questions or concerns regarding the program and its policies and best practices or to request training or assistance with SHARS related activities.

Random Moment Time Study

The Medicaid to Schools Program requires districts to participate in Random Moment Time Study (RMTS). The purpose of this program is to determine how often providers perform "direct medical services" to students throughout the school day.

Each quarter, the state randomly selects participants who provide direct services to special education students. The selected participant will receive an email from Fairbanks, notifying them they have been selected for RMTS. As the moment approaches, the participant will be provided a specific date and time they will answer their time study for.

The time study consists of three basic questions about what the provider was doing during the selected moment. Each provider needs to have a basic understanding of what the Medicaid program recognizes as a "medical" service to appropriately respond the moment, and differentiate between direct medical service and an educational/instructional service. Responding to the random moment in a more informed way assists the district in seeking dollars through the Medicaid to Schools program.

To educate our providers on the RMTS Program and what Medicaid determines as "medical" versus "educational", MSB Consulting Group has created a video each selected participant will watch prior to responding to their RMTS. The training video is available by clicking here:
https://vimeo.com/46106839.

After viewing the video, providers will email programservices@msbconnect.com to notify MSB.

SURROGATE AND FOSTER PARENTS

TEC §§ 29.001(10), 29.015; 34 CFR §§ 300.30, 300.519; 19 TAC § 89.1047

Definition of "Parent"

34 CFR § 300.30(a)

Individual(s) who meet the definition of a "parent" under the IDEA may exercise rights under the IDEA.

Under the IDEA, a "parent" is defined as:

(1) A biological or adoptive parent of a child;
(2) A foster parent, who meets specific requirements (See Requirements for Foster Parents to Serve as Parent);
(3) A guardian, but not the state if the child is a ward of the state;
(4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legal responsible for the child's welfare;
(5) A surrogate parent who has been appointed in accordance with 34 CFR 300.519 or 20 USC 1439(a)(5).

Except as provided in 34 CFR § 300.30(b)(2), when multiple individuals attempt to act as the "parent," the biological or adoptive parent must be presumed to be the "parent" unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

34 CFR § 300.30(b)(2) provides if a judicial decree or order names a particular person or persons (who qualify as a "parent" pursuant to the IDEA's definition) to act as the "parent" of a child or to make educational decisions on behalf of a child, then such person or persons must be determined to be the "parent" for the child.

Requirements for Foster Parent to Serve as Parent

TEC § 29.015; 20 USC § 1415(b)

A foster parent may serve as a "parent" of a child with a disability under the IDEA if:

(1) The Department of Protective and Regulatory Services is appointed as the temporary or permanent managing conservator of the child;
(2) The rights and duties of the DFPS to make decisions regarding education provided to the child have not been limited by court order;
(3) The foster parent agrees to participate in making educational decisions on the child's behalf;
(4) The foster parent agrees to complete a Training Program for surrogate parents that complies with the training program requirements; and
5) The foster parent completes a Training Program before the next scheduled ARD meeting for the child but later than the 90th day after the date the foster parent begins acting as the parent for the purpose of making special education decisions.

VIII – Other Special Education Procedures

Training Program for Foster Parent to Serve as Parent

The LEA may not require a foster parent to retake a training program to continue serving as the child's parent or to serve as the surrogate parent for another child if the foster parent has completed a training program to act as a parent of the child with a disability provided by:

- The Department of Family and Protective Services;
- The LEA (Fort Bend ISD);
- An education service center; or
- Any other entity that receives federal funds to provide special education training to parents.

Not later than the fifth day after the date the child with a disability is enrolled in a school, the DFPS must inform the appropriate LEA if the child's foster parent is unwilling or unable to serve as a parent for the purposes of this framework. TEC 29.015(d)

The LEA should provide or arrange for the provision of the training program prior to assigning a foster parent to act as a parent but no later than 90 calendar days after assignment. 89.1047(b)(2)

Surrogate Parents

A surrogate parent is a person or persons appointed to protect a child's rights. If you believe a surrogate parent is needed, please contact the Program Manager of Program Improvement.

Who Can Appoint?

34 C.F.R. § 300.519(b)-(c)

(1) A public agency; or (2) for student who is a ward of the State, the judge overseeing the case may choose to appoint a surrogate parent, provided the surrogate meets the Criteria for Selection (see below).

When Needed

34 C.F.R. 519(a)(1) -(4)

A child needs a surrogate parent if:

(1) No Parent (as defined in 34 CFR § 300.30(a)) can be identified;
(2) The District or public agency, after reasonable efforts, cannot locate a Parent;
(3) The foster parent of the child is unwilling or unable to serve as a parent;
(4) The child is a ward of the state under Texas law; or
(5) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 USC § 11434(a)(6)).

Timeline for Appointment

34 CFR § 300.519(h)

The SEA must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate parent.

Criteria for Selection

34 CFR § 519(d)

To qualify for appointment as a surrogate parent, the individual:

(1) An employee of the state;
(2) An employee of the Texas Education Agency; and
(3) An employee of the district; An employee of any other agency that is involved in the education or care of the child; or
(4) A person with any interest that conflicts with the interest of the child the surrogate parent represents.

The LEA may appoint a person who has been appointed to serve as the child's guardian ad litem or as a court-certified volunteer advocate, as the child's surrogate parent.

When assigning a surrogate parent, the school district must give preferential consideration to a foster parent.

If a foster parent is denied the right to act as a surrogate parent or a "parent" by the District, the District must provide the foster parent with written notice of such denial within 7 calendar days after the date on which the decision is made. The written notice shall: (1) specify the reason(s) the foster parent is being denied the right to serve as the surrogate parent or parent (the notice must specifically explain the interests of the foster parent that conflict with the interests of the child); and (2) inform the foster parent of his/her right to file a complaint with the Texas Education Agency in accordance with 34 CFR §§ 300.151-300.153, relating to complaint procedures. The foster parent may file a complaint with the agency in accordance with federal law and regulations.

Conflicts of Interest

A person or foster parent may not be appointed as a surrogate parent if the person has an interest that conflicts with the interests of the child. Likewise, a foster parent may not act as a "parent" if the foster parent has an interest that conflicts with the interests of the child. As required by TAC § 89.1047(c), the District has developed, and implements, procedures for analyzing whether a foster parent or potential surrogate parent has such an interest. A foster parent shall not be deemed to have a financial conflict of interest by virtue of serving as the foster parent in a home verified by TDFPS or a child-placing agency (including basic, habilitative, primary, medical, or therapeutic foster or foster group homes). Issues concerning quality of care do not constitute a conflict of interest. However, such concerns should be communicated, and may be statutorily required to be reported, to TDFPS.

Training of Surrogate Parents

19 TAC § 1047(a)-(b)

Contact the Program Manager for Program Improvement for the training presentations. The training must be provided in the native language or other mode of communication used by the individual who is to serve as a surrogate parent. The training should be provided for or arranged before assigning an

individual as a surrogate parent, or before assigning a foster parent to act as a parent, but no later than 90 calendar days after assignment. A foster parent must complete the training within 90 calendar days after the date of initial assignment as the "parent."

How often must training be provided?

For both (1) an individual appointed as a surrogate parent and (2) a foster parent serving as a "parent" or a surrogate:

- Training only has to be provided once.
- If an individual has already completed a training conducted by TDFPS, a school district, an education service center, or any entity that receives federal funds to provide IDEA training to parents, the foster parent, the District cannot require additional training in order to continue to serve as a surrogate or to represent additional students as a surrogate. The District may, however, choose to provide optional additional training.

Training Requirements

19 TAC § 89.1047(a)(1)(A)-(H)

The training must include an explanation of the provisions of federal and state laws, rules, and regulations relating to:

(A) The identification of a student with a disability;
(B) The collection of evaluation and re-evaluation data relating to a student with a disability;
(C) The admission, review, and dismissal (ARD) committee process;
(D) The development of an individualized education program (IEP), including the consideration of transition services for a student who is at least 14 years of age;
(E) The determination of least restrictive environment;
(F) The implementation of an IEP;
(G) The procedural rights and safeguards available under 34 CFR, §§ 300.148, 300.151-300.153, 300.229, 300.300, 300.500-300.520, 300.530-300.537, and 300.610-300.627, relating to the issues described in 34 CFR, §300.504(c); and
(H) The sources that the surrogate parent may contact to obtain assistance in understanding the provisions of federal and state laws, rules, and regulations relating to students with disabilities.

Responsibilities of District-Assigned Surrogate Parents

34 CFR § 300.519(g); TEC § 29.001(10); 19 TAC § 1047(a)

An individual assigned to act as a surrogate parent must:

- Is willing to serve in that capacity;
- Exercises independent judgement in pursuing the child's interests;
- Ensures that the child's due process rights under applicable state and federal laws are not violated;
- Visits the child and the child's school;

- Reviews the child's educational records;
- Consults with persons involved in the child's education, including teachers, caseworkers, court-appointed volunteers, guardians ad litem, attorneys ad litem, foster parents, and caretakers;
- Attends the child's ARD meetings; and
- Completes a training program within 90 days of assignment as a surrogate parent.

District Procedures for Surrogate and Foster Parents

FBISD will make a concerted effort to identify the child's parents with the exception of parents of children whose rights have been terminated. If a parent cannot be located, a surrogate will be assigned. The Special Education Administration Department and the campus special education support staff actively seek and train potential surrogate parent volunteers from the community. After the participant has viewed the required TEA training materials, received a copy of the Procedural Safeguards and A Guide to the ARD Process, and completed the Determination of Conflict of Interest, Letter of Agreement and Acknowledgement of Surrogate Training form, they will be eligible to serve as a Surrogate Parent.

Foster parents will also need to be trained and serve as a surrogate parent if the student

Prior to an ARD being conducted or obtaining consent for an evaluation, once a CBE has knowledge that a student is living with someone other than a direct family member (i.e. mother, father, aunt, uncle, or grandparent), the CBE will:

1. Request guardianship documents from whomever enrolled the student. This includes paperwork on foster care or other types of written guardianship documents from a court; and
2. Assign a Surrogate if needed.

If information regarding students current living arrangements are discovered after ARD is completed or consent is obtained, CBE shall stop all proceedings with evaluation or ARD until it is determined if a surrogate is needed.

The decision to assign a surrogate is made using the Region Service Center Surrogate Decision Making Flow Chart. The FBISD Surrogate Parent Tracking form will be used to record the reason the student requires a surrogate, the date the need for a surrogate was determined, surrogate name, date the surrogate assignment was made, and the date that the surrogate training was completed.

Diagnosticians, LSSPs, and/or SLPs (for any speech only students) can either utilize a campus trained surrogate or contact the special education department for assistance accessing a surrogate. The Program Manager of Program Improvement will maintain documentation of all surrogate parent assignments. Once a surrogate is assigned, he/she will complete and sign the *Surrogate Parent* form from Success Ed given to them by the campus evaluation staff member. If the Program Manager of Program Improvement assigns the surrogate, the campus will be forwarded a copy of the Letter of Agreement and Acknowledgement of Surrogate Training form which was previously completed at the time of the surrogate's training.

VIII – Other Special Education Procedures

In order to document engagement in the student's education, surrogates complete the Surrogate Parent Documentation Log given to them by the campus evaluation staff member. This form outlines all of the activities the surrogate parent engaged in for the student such as: phone calls, signing surrogate paperwork, review of student records, attending ARD meetings, receiving and reviewing grades (progress reports/report cards), meetings with student, observation of the student, attending parent/teacher conference, etc. These forms are submitted to the campus (Diagnostician, LSSP, or SLP) each nine weeks or when the student withdraws.

VIII – Other Special Education Procedures

RESIDENTIAL FACILITY Tracker (RF Tracker)

19 Texas Administrative Code (TAC) §97.1072

In 2004, the Texas Education Agency identifies an ongoing need to oversee and monitor the programs provided to students with disabilities who reside in residential facilities. The RF Monitoring (RFM) system was created to meet federal and special education guidelines for this population of students. The system would also ensure that students with disabilities residing in residential facilities (RFs) received a free, appropriate public education (FAPE).

In accordance with 19 Texas Administrative Code (TAC) §97.1072, the RFM system will be aligned to the greatest extent possible with existing systems of program monitoring, and provides for standards and procedures for monitoring the special education programs provided to students with disabilities residing in RFs. Additionally, the RFM system provides for the implementation of continuous improvement strategies, interventions, and sanctions to improve local education agency (LEA) performance and compliance with federal and state special education requirements for a unique and vulnerable population of students who often have limited access to family members who can advocate for their educational needs.

Local Education Agencies (LEA), such as Fort Bend ISD, serving students with disabilities residing in RFs located within the LEAs' geographic boundaries and/or jurisdictions will be subject to the RFM system. LEAs subject to the RFM system are referenced as RF LEAs. Other state agencies that provide special education and related services to students with disabilities will not be subject to the RFM system. The definition of an RF for the purposes of the RFM system is a facility that provides 24-hour custody or care of students who reside in the facility for detention, treatment, foster care, or any non-educational purpose. An RF does not include traditional foster homes licensed by the Texas Department of Family and Protective Services (DFPS) as Foster Family Homes (Independent).

The agency has adopted the RF Tracker data collection system as the method for collecting data regarding RF LEAs and students. This system is accessible through the TEA secure website. Information related to the provision of services to RF students is collected through the automated RF Tracker data collection system for each RF LEA that serves students with disabilities who reside in RFs within the geographic boundaries and/or jurisdiction of the LEA. Information concerning each RF, and students with disabilities who reside in the RF, is entered in the RF Tracker database. After the initial submission of data, RF LEAs will maintain the RF Tracker database with current information upon the enrollment and withdrawal of RF students in the LEA.

FBISD Campus Guidance Regarding Residential Facilities

When a student enrolls and has a guardian other than the natural parents, the CCC, ARD Facilitator, or Diagnostician will email the Program Specialist for Compliance and include the student's name and local

ID number in the email. The Program Specialist for Compliance will then research the address and guardian's name to determine if the home is or is not a residential facility.
If the student withdraws during the school year, the CCC, ARD Facilitator, or Diagnostician will change the student's status in Success Ed under Program Compliance to Moved or Withdrawn.

Determining RF Status

The Special Education Department as well as the Department for Innovation and Continuous Improvement maintains databases of current, previous, or new residential facilities residing within the district. If a student resides at an address not located in the databases, more research is needed to determine if a student should be coded as being in a RF.

Not all group homes or foster homes are residential facilities. Group home directors, foster parents, or guardians can indicate if they are a residential facility or foster home. However, the information provided will be verified by the Special Education Department as well as the Department of Family and Protective Services.

Please see the Definitions of Residential Facility for RF Monitoring Purposes document located on the TEA website for more information.

The campus staff (Registrar, ADA, CCC, ARD Facilitator, or Diagnostician) does not determine if the address is a residential facility. Instead, staff should contact the special education department with the student's information to receive guidance on how to proceed with coding the student in the ARD paperwork.

Coding

Before a student is coded with an instructional arrangement (IA) that indicates they are Residential Facility (RF) students, an email will be sent from the Special Education Department to the Special Education Department Chair, Campus Compliance Coordinator (Elementary Only), ARD Facilitator (High School only), Speech Language Pathologist (SLP), or Diagnostician or Licensed Specialist in School Psychology (LSSP) to indicate the student's RF status.

If a student is erroneously coded, another ARD must be held to correct this error. The Special Education Department will contact the campus when the error if an error is identified.

Data Collection/Verification

Data will be collected on the student through the Special Education records management system, which includes Success Ed, and through the district's management system, Skyward. The Special Education Department will contact the campus if further information is needed. The Campus Special Education Department should continue to obtain and maintain information on RF students as well as update the Program Manager for Program Improvement on surrogate parent assignments.

VIII – Other Special Education Procedures

RF Tracker Program Data Process

The Special Education Department as well as the Department for Innovation and Continuous Improvement will maintain databases for RF Addresses as well as students already identified as living in a residential facility.

Data is updated weekly to update, process, and research the data for RF:

Update Data

- Update current student data from Skyward, including guardians, entry withdrawal, and address.
- Update facility data from RF Addresses Excel spreadsheet maintained by Special Education.
- Update special education status from Success Ed Compliance 163 report.
- Update RF Tracker data from RF Tracker Student Details export.

Process Data

- Look for new facilities by matching current RF guardians to special education student's guardians. Provide a list of any new addresses for research.
- Look for new RF students by matching special education student current address to list of current RF Addresses. Generate a report of new RF students to add to RF Tracker.
- Identify special education students with blank addresses for research.
- Check existing RF Tracker students for updates/corrections, including: withdrew from campus or FBISD, moved to a new address/RF, change in home campus or enrolled campus, special education status change, or grade level change. Generate a list of updates/corrections to make in RF Tracker.
- Once additions/updates/corrections are complete in RF Tracker, check RF Tracker export against Skyward/Success Ed data for accuracy and completeness.

Research Exceptions

- Research students identified by campuses as RF, but not identified by the data. Usually this is due to a timing issue in the data.
- Research students identified by the data who are not RF. Usually these are the adopted/biological children of an RF guardian.

CLASSROOM OBSERVATIONS

VIII – Other Special Education Procedures

Parent request to observe their own child in a special education setting, general education classroom, or during lunch/breakfast time:

Parent requests to conduct observations of their own children should be directed to the campus principal. The campus has identified procedures for classroom observations for all students and those procedures should be followed for students with disabilities.

In the event a parent requests to observe their child during ESYS and the child is attending a different campus than the one attended during the school year, the ESYS campus administrator should be contacted and the campus procedures followed.

Parent request for private therapists/specialists to observe their own child in a special education setting, general education classroom, or during lunch/breakfast time:

Parent requests to allow private therapists/specialists conduct a classroom observation of their child should be directed to the campus principal and the Director of Special Education. If the request is approved, the private therapists/specialists will follow the campus classroom observation procedures.

MEMORANDUM of UNDERSTANDING – TEXANA CENTER

FBISD has entered into a Memorandum of Understanding (MOU) with Texana Center. Texana provides identified FBISD students with services in and out of school. Skills-based training is provided by Texana within the school setting. As a result of the MOU the following procedures have been established

VIII – Other Special Education Procedures

1. The Texana representative contacts the campus principal to schedule a meeting and coordinate services at least 7 school days prior to the initial training. Texana provides the campus with written consent from the parent to provide services and consult with the campus.
2. The principal determines the appropriate staff including the Texana representative to invite to the staffing to coordinator the delivery of services. If the student receives support through special education the campus LSSP should be invited to the meeting. Counselors should be invited if the student is in general education or receives support through Section 504.
3. A staffing is held to discuss the services that will be provided to the student. The campus should review the student's current services. The team should consider needs of the students, duplication of services, conflicting methodologies, etc. Any concerns should be discussed to ensure appropriate services are provided to the student.
4. During the staffing it will be determined when services will be provided so that there is minimal disruption to instruction. The campus determines a location for the skills-based training.

Texana will share appropriate information with the LSSP and/or counselor in order to facilitate the school's counseling services and promote the student's success in the classroom if proper consent is obtained.

VIII – Other Special Education Procedures

VIDEO SURVEILLENCE OF SPECIAL EDUCATION SETTING PROCEDURES

The following administrative procedures apply to placement, operation, and maintenance of video cameras in certain special education settings and are adopted pursuant to Section 29.022, Texas Education Code ("TEC"), as added by S.B. 507, 84th Texas Legislature, Regular Session, 2015, amended by S.B. 1398, 85th Texas Legislature, Regular Session, 2017, and codified in 19 T.A.C. § 103.1301, and Board Policy EHBAF.:

I. GENERAL REQUIREMENTS

Purpose

Video surveillance is available to promote student safety in certain self-contained classrooms and other special education settings.

Governing Law

Video surveillance of special education settings is subject to TEC § 29.022, 19 T.A.C. § 103.1301, Board Policy EHBAF, and these administrative procedures. Nothing under these procedures limits the access of a student's parent to an educational record regarding the student under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g) ("FERPA") or other law. To the extent any provisions in TEC § 29.022, 19 T.A.C. § 103.1301, Board Policy EHBAF, or these procedures conflict with FERPA or other federal law, federal law prevails. These procedures are subject to revision upon release of any amendment(s) to TEC 29.022, 19 T.A.C. § 103.1301, or Board Policy EHBAF.

Background

On the request of an eligible parent, the Board of Trustees, principal, assistant principal, or staff member, the District must provide video equipment, including video cameras with audio recording capabilities, to campuses in accordance with TEC § 29.022 and 19 T.A.C. § 103.1301. Campuses that receive the equipment must place, operate, and maintain video cameras in certain self-contained classrooms or other special education settings. Video recordings are confidential and may only be accessed or viewed by certain individuals as defined by statute, and as set forth in these procedures.

Retention Requirements

The District will retain video recordings for four months after the date the recording was made.

In the event that an eligible Request to View Video Recording is made, the District shall retain video recordings subject to the request until the requester has viewed the recording and a determination has been made as to whether the recording documents an alleged Incident. If the recording documents an alleged Incident, the District shall retain the recording until the alleged Incident has been resolved, including the exhaustion of all appeals.

In the event of disciplinary or legal proceedings, the District shall retain video recordings subject to the proceeding as required by law.

VIII – Other Special Education Procedures

The District may retain recordings for a longer period as required under TEC § 29.022 and 19 T.A.C. § 103.1301 and as otherwise deemed appropriate by the District.

Video Recordings as Governmental Record

A video recording made in accordance with TEC § 29.022 is a governmental record only for purposes of § 37.10 of the Penal Code, Tampering with Governmental Record.

Liability for Non-Compliance

TEC § 29.022 does not waive any immunity from liability of a school district, its officers, and its employees, nor does TEC § 29.022 create any liability for a cause of action against a school district, its school officers, or its employees. Complaints regarding the District's implementation of TEC § 29.022 or 19 T.A.C. § 103.1301 must be addressed through the District's local grievance policy FNG (LOCAL). . By law, the special education dispute resolution procedures in 34 Code of Federal Regulations, §§ 300.151-300.153 and 300.504-300.515 do not apply to complaints alleging that the District has failed to comply with TEC § 29.022 or 19 T.A.C. § 103.1301.

Definitions

The following definitions apply when used in these administrative procedures:

A. Parent:

- A person, including a guardian or other person standing in parental relation to a student, described in TEC § 26.022, whose child receives special education and related services for at least 50% of the instructional day in the Self-Contained Classroom or Other Special Education Setting; or
- A person, including a guardian or other person standing in parental relation to a student, whose child will receive special education and related services for at least 50% of the instructional day in a Self-Contained Classroom or Other Special Education Setting in the following school year; or
- A student who:
    - receives special education and related services for at least 50% of the instructional day in the Self-Contained Classroom or Other Special Education Setting; and
    - is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Texas Family Code ("TFC"), Chapter 31, unless the student has been determined to be incompetent or the student's rights have been otherwise restricted by a court order.

B. Staff Member:

- A teacher, related service provider, paraprofessional, counselor, or educational aide assigned to work in the Self-Contained Classroom or Other Special Education Setting.

C. Principal or Assistant Principal

- The principal or an assistant principal of the campus at which the Self-Contained Classroom or Other Special Education Setting is located.

D. Board

- The Fort Bend ISD Board of Trustees.
- .

E. Self-Contained Classroom

- A classroom on a regular school campus (i.e., a campus that serves students in general education and students in special education) of a school district in which a majority of the students in regular attendance are provided special education and related services and have one of the following instructional arrangements/settings described in the Student Attendance Accounting Handbook:
  - self-contained (mild/moderate/severe) regular campus;
  - full-time early childhood (pre-school program for children with disabilities) special education setting;
  - residential care and treatment facility—self-contained (mild/moderate/severe) regular campus;
  - residential care and treatment facility—full-time early childhood special education setting;
  - off home campus—self-contained (mild/moderate/severe) regular campus; or
  - off home campus—full-time early childhood special education setting.
- Self-Contained Classroom does not include a classroom that is a resource room instructional arrangement under TEC § 42.151.

F. Other Special Education Setting

- A classroom on a separate campus (i.e. a campus that serves only students who receive special education and related services) of a school district in which a majority of the students in regular attendance are provided special education and related services and have one of the following instructional arrangements/settings described in the Texas Education Agency Student Attendance Accounting Handbook:
  - residential care and treatment facility—separate campus; or
  - off home campus—separate campus.

G. Video Camera

- A video surveillance camera with audio recording capabilities.

H. Video Equipment

- One or more Video Cameras and any technology and equipment needed to place, operate, and maintain Video Cameras as required by TEC § 29.022 and 19 T.A.C. § 103.1301.

I. Incident

- An event or circumstance that:
  - involves alleged “abuse” or “neglect,” as those terms are described in TFC § 261.001, of a student by an employee of the school district or another adult (consultant or visitor to the classroom)or alleged “physical abuse” or “sexual abuse,” as those terms are described in TFC § 261.410, of a student by another student; and

- allegedly occurred in a self-contained classroom or other special education setting in which video surveillance under TEC § 29.022 and 19 T.A.C. § 103.1301 is conducted.

J. Abuse

- As defined in TFC § 261.001(1), means the following acts or omissions by a school district employee:
  i. mental or emotional injury to a child that results in an observable and material impairment in the child's growth, development, or psychological functioning;
  ii. causing or permitting the child to be in a situation in which the child sustains a mental or emotional injury that results in an observable and material impairment in the child's growth, development, or psychological functioning;
  iii. physical injury that results in substantial harm to the child, or the genuine threat of substantial harm from physical injury to the child, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline by a parent, guardian, or managing or possessory conservator that does not expose the child to a substantial risk of harm;
  iv. failure to make a reasonable effort to prevent an action by another person that results in physical injury that results in substantial harm to the child;
  v. sexual conduct harmful to a child's mental, emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of young child or children under Section 21.02, Penal Code, indecency with a child under Section 21.11, Penal Code, sexual assault under Section 22.011, Penal Code, or aggravated sexual assault under Section 22.021, Penal Code;
  vi. failure to make a reasonable effort to prevent sexual conduct harmful to a child;
  vii. compelling or encouraging the child to engage in sexual conduct as defined by Section 43.01, Penal Code, including compelling or encouraging the child in a manner that constitutes an offense of trafficking of persons under Section 20A.02(a)(7) or (8), Penal Code, prostitution under Section 43.02(b), Penal Code, or compelling prostitution under Section 43.05(a)(2), Penal Code;
  viii. causing, permitting, encouraging, engaging in, or allowing the photographing, filming, or depicting of the child if the person knew or should have known that the resulting photograph, film, or depiction of the child is obscene as defined by Section 43.21, Penal Code, or pornographic;
  ix. the current use by a person of a controlled substance as defined by Chapter 481, Health and Safety Code, in a manner or to the extent that the use results in physical, mental, or emotional injury to a child;
  x. causing, expressly permitting, or encouraging a child to use a controlled substance as defined by Chapter 481, Health and Safety Code;

xi. causing, permitting, encouraging, engaging in, or allowing a sexual performance by a child as defined by Section 43.25, Penal Code; or

xii. knowingly causing, permitting, encouraging, engaging in, or allowing a child to be trafficked in a manner punishable as an offense under Section 20A.02(a)(5), (6), (7), or (8), Penal Code, or the failure to make a reasonable effort to prevent a child from being trafficked in a manner punishable as an offense under any of those sections.

K. Neglect

- the following acts or omissions by a school district employee:
  - placing a child in or failing to remove a child from a situation that a reasonable person would realize requires judgment or actions beyond the child's level of maturity, physical condition, or mental abilities and that results in bodily injury or a substantial risk of immediate harm to the child;
  - failing to seek, obtain, or follow through with medical care for a child, with the failure resulting in or presenting a substantial risk of death, disfigurement, or bodily injury or with the failure resulting in an observable and material impairment to the growth, development, or functioning of the child;
  - the failure to provide a child with food, clothing, or shelter necessary to sustain the life or health of the child, excluding failure caused primarily by financial inability unless relief services had been offered and refused;
  - placing a child in or failing to remove the child from a situation in which the child would be exposed to a substantial risk of sexual conduct harmful to the child; or
  - placing a child in or failing to remove the child from a situation in which the child would be exposed to acts or omissions that constitute abuse under Subdivision (1)(E), (F), (G), (H), or (K) committed against another child; or
- the failure by the person responsible for a child's care, custody, or welfare to permit the child to return to the child's home without arranging for the necessary care for the child after the child has been absent from the home for any reason, including having been in residential placement or having run away.
- Neglect does <u>not</u> include the refusal by a person responsible for a child's care, custody, or welfare to permit the child to remain in or return to the child's home resulting in the placement of the child in the conservatorship of the department if:
  - the child has a severe emotional disturbance;
  - the person's refusal is based solely on the person's inability to obtain mental health services necessary to protect the safety and well-being of the child; and
  - the person has exhausted all reasonable means available to the person to obtain the mental health services described above.

L. Physical Abuse

- As defined in the TFC § 261.410(1), means the following acts or omissions by another student:

- Physical injury that results in substantial harm to the child requiring emergency medical treatment; or
- Failure to make a reasonable effort to prevent an action by another person that results in physical injury that results in substantial harm to the child.

M. School Business Day

- As defined in TEC § 29.022, means a day that the campus or District administrative offices are open.

N. Sexual Abuse

- As defined in TFC § 261.410(2), means the following acts or omissions by another student:
  i. Sexual conduct harmful to a child's mental, emotional, or physical welfare; or
  ii. Failure to make a reasonable effort to prevent sexual conduct harmful to a child.

O. Time-Out

- As defined in TEC § 37.0021, means a behavior management technique in which, to provide an opportunity to regain self-control, the student is separated from other students for a limited period in a setting that is not locked and from which the exit is not physically blocked.

P. 1398 Administrator

- As required under TEC § 29.022, the District has identified Deena Hill/Executive Director, Special Education/Learning Support Services as the administrator at the primary administrative office of the District with responsibility for coordinating the provision of equipment to schools and campuses in compliance with TEC § 29.022 and 19 T.A.C. § 103.1301.

Note: Any District representative to whom certain responsibilities are assigned under these procedures may, at his/her discretion, designate another District employee to perform such responsibilities.

II. REQUESTING VIDEO SURVEILLANCE

Who may Request

The Board of Trustees, a Parent, Principal, Assistant Principal, or Staff Member may request video surveillance.

How to Request

An eligible Parent, Staff Member, or Assistant Principal may request video surveillance by contacting the principal of the campus where the applicable Self-Contained Classroom or Other Special Education Setting is located. An eligible Principal or the Board may request video surveillance by contacting the SB 1398 Administrator for the District. The campus principal or SB 1398 Administrator will meet with the requester to obtain additional information regarding the request and facilitate submission of the request. In order to request video surveillance, the requester must complete the District's **Form A,**

Request for Video Surveillance[1], and submit the completed Form A to the campus principal or SB 1398 Administrator, as appropriate, in accordance with the instructions found on the Form. **A request for video surveillance is only valid for the current school year. If an eligible requester wishes to request video surveillance for a subsequent school year, the requester must submit a new request for video surveillance using Form A.**

The completed Form A must be signed and must contain, at a minimum, the following information:

1. Name of requester;
2. Status of the requester (i.e., Parent, Principal, Assistant Principal, or Staff Member); and
3. Specific information identifying the Self-Contained Classroom or Other Special Education Setting subject to the request.

Eligibility for Video Surveillance

The District must provide Video Equipment, including one or more Video Cameras with audio recording capabilities, to campuses when requested to do so in accordance with TEC § 29.022 and 19 T.A.C. § 103.1301. To trigger the District's obligations, the following conditions must be met:

1. The requester must be a:
    a. Parent;
    b. Principal;
    c. Assistant Principal;
    d. Board of Trustees; or
    e. Staff Member; and
2. The location subject to the request must be a:
    a. Self-Contained Classroom; or
    b. Other Special Education Setting.

A Parent may request that equipment be provided to the school or campus at which the Parent's child receives special education services in one or more self-contained classrooms or other special education settings. The Parent of a student whose admission, review, and dismissal committee (ARDC) has determined that the student's placement for the following school year will be in a classroom/setting in which a video camera may be placed under TEC § 29.022 may make a request for a video camera by the later of: (1) the date on which the current school year ends; or (2) the tenth (10^{th}) school business day after the date of the placement determination by the ARDC.

A Staff Member assigned to work with one or more children receiving special education services in self-contained classrooms or other special education settings may request that equipment be provided to the school or campus at which the staff member works.

If the District receives a request from a Parent or Staff Member, the District is required to place equipment only in Classrooms/Settings in which the Parent's child is in regular attendance or to which the Staff Member is assigned, as applicable.

[1] All forms referenced in these procedures may be found in the Appendix attached hereto.

VIII – Other Special Education Procedures

A Principal or Assistant Principal of a school or campus at which one or more children receive special education services in self-contained classrooms or other special education settings may request that equipment be provided to the Principal's or Assistant Principal's school or campus.

The Board may request that equipment be provided to one or more specified schools or campuses at which one or more children receive special education services in self-contained classrooms or other special education settings.

If the District receives a request from a Principal, Assistant Principal, or the Board, the District is required to place equipment only in Classrooms/Settings identified by the requester, if the requester limits the request to specific classrooms or settings.

Exclusions

1. The District has **no** obligation to provide Video Equipment to:
    a. A campus of another district;
    b. A charter school; or
    c. A non-public school.
2. In addition, the following are not subject to the requirements of TEC § 29.022:
    a. The Texas School for the Deaf;
    b. The Texas School for the Blind and Visually Impaired;
    c. The Texas Juvenile Justice Department; and
    d. Any other state agency that provides special education and related services to students.

Duration of Surveillance Obligation

A request for video surveillance, if approved, obligates the District to provide video surveillance for the current school year only. A new request must be submitted to trigger the District's obligations under law for each subsequent school year**.**

District Steps upon Request for Video Surveillance

1. Upon receipt of a request for video surveillance, the campus principal or SB 1398 Administrator receiving the request shall:
    a. Contact the requester to schedule a meeting to discuss the request, unless the requester is the Board. If the requester provided a physical or email address, the campus principal or SB 1398 Administrator may send the Letter re: Meeting with the Campus Principal/SB 1398 Administrator to the requester, as appropriate;
    b. Meet with the requester to obtain additional information regarding the request and facilitate submission of the request; and
        (1) Provide Form A to the requester for submission of the request to the District; or
        (2) If the requester chooses not to submit the request to the District, provide Form A1, Withdrawal of Request for Video Surveillance, to the requester to document withdrawal of the request;

2. Upon receipt of a completed Form A,
    a. Campus principal receiving Form A from a requester shall,
        (1) Note the date of receipt on the completed Form A;
        (2) Notify the requester of receipt of the request using **Form B, Notification Regarding Request for Video Surveillance;**
        (3) Forward the completed Form A1 to the SB 1398 Administrator; and
        (4) Send the requester a Letter re: Meeting with the Campus Principal/SB 1398 Administrator requesting an optional meeting to further discuss the request and concerns, if any.
    b. SB 1398 Administrator receiving Form A from a requester shall,
        (1) Note the date of receipt on the completed Form A;
        (2) Notify the requester of receipt of the request using Form B, Notification Regarding Request for Video Surveillance; and
        (3) Send the requester a Letter re: Meeting with the Campus Principal/SB 1398 Administrator requesting an optional meeting to further discuss the request and concerns, if any, unless the requester is the Board.
        (4) If the requester is the Board, the SB 1398 Administrator must also send a copy of the request to the principal of the school or campus addressed in the request.
3. A SB 1398 Administrator receiving Form A from either (a) a requester, or (b) a campus principal forwarding the request as required above will review the request to determine eligibility *i.e.*, (i) whether the requester is a Parent, Board, Principal, Assistant Principal, or Staff Member, and (ii) whether the requested classroom(s)/setting(s) meet the criteria for a Self-Contained Classroom or Other Special Education Setting.
4. Within seven (7) school business days after the date of receipt noted on the completed Form A, the SB 1398 Administrator will:
    a. Approve or deny the request and note the date of approval/denial on the completed Form A;
    b. Send the requester written notice of the District's decision using Form B, Notification Regarding Request for Video Surveillance, approving the request or stating the reason for denying the request; and
    c. Send a copy of the completed Form A and Form B to the campus principal.[2]
5. If the District approves the request, except as otherwise provided below, operation of the requested video camera(s) shall begin no later than forty-five (45) school business days after the date of approval noted on the completed Form A.[3] The SB 1398 Administrator shall provide a copy of the completed Form A and Form B to the FBISD Life Systems Safety Manager, or designee, to obtain any required surveillance equipment and facilitate installation.
6. Upon receipt of the completed Form A and Form B, the Fort Bend ISD Life Systems Safety Manager, who is responsible for all life safety systems including intrusion alarms, fire alarms, access control,

[2] If the District denies a request for installation, the requester may seek an expedited review of the District's denial by TEA. Regulations governing this expedited review are forthcoming.
[3] The District may seek an extension of time to begin operation through TEA's forthcoming expedited review process.

and security cameras, or his/her designee, will assess the location of approved surveillance for placement of surveillance equipment.

7. Before installation of surveillance equipment begins, the campus principal shall send written notice of the placement to all school or campus staff and to the parents of students attending class or engaging in school activities in the Classroom/Setting using **Form C, Notice of Video Surveillance**.[4] The District may not activate the Video Equipment to record the Classroom/Setting until the notice is sent and ample time is allowed for its receipt. [5]
8. After notice has been provided, unless TEA grants an extension of time, operation of required equipment must begin not later than:
    a. forty-five (45) school business days after the date of approval noted on the completed Form A; or
    b. the first school day after the forty-fifth (45th) school business day if that day is not a school day; or
    c. in the instance of a parent requester whose child will be placed in a qualifying classroom/setting the following school year per ARDC decision, the later of:
        (1) the tenth (10th) school day of the fall semester; or
        (2) the forty-fifth (45th) school business day (or the first school day after the 45th school business day if that day is not a school day) after the date of the request.

    When installation is completed and operation has begun, the FBISD Life Systems Safety Manager, or designee, shall notify the SB 1398 Administrator and campus principal and provide the date of activation.
9. The campus principal shall post the Posted Notice of Video Surveillance at the entrance of any Classroom/Setting in which Video Cameras are placed stating that video and audio surveillance is conducted in the Classroom/Setting. The campus principal may provide additional written notice to subsequently enrolled students and parents using Form C, Notice of Video Surveillance.
10. After surveillance begins, the campus principal shall also send the requester written notice that the request has been completed, stating the date of activation, using Form B.

[4] Students "engaging in school activities in the Classroom/Setting" includes, but is not limited to, general education students participating in PALS or other mentoring programs in the Classroom/Setting, and students who participate in non-special education school activities in the identified Classroom/Setting during the instructional day. [5] In the event that a student enrolls or begins engaging in school activities in a classroom/setting with video cameras after the initial notice of surveillance has been sent, the campus principal may provide written notice to the student's parent using Form C, Notice of Video Surveillance, in addition to the Posted Notice of Video Surveillance that is posted at the door to the classroom/setting.

III. OPERATION AND MAINTENANCE

Equipment Specifications

Upon request, the District shall provide "equipment, including a video camera." This means the District must provide:

1. ***Video Camera(s)*** capable of:
    a. recording audio from all areas of the Classroom or Setting, including a room attached to the classroom or setting used for time-out and the inside of a bathroom or any area in which a student's clothes are changed; and
    b. recording video from all areas of the Classroom or Setting, including a room attached to the classroom or setting used for time out, but *excluding the inside of the bathroom or areas where students' clothes are changed*[6]; **and**
2. ***Video Equipment***, which includes:
    a. one or more Video Cameras;
    b. any technology and equipment needed to place, operate, and maintain the Video Camera(s);
    c. Any technology and equipment needed to store and access video recordings; and
    d. Any technology and equipment needed to redact images of student faces in accordance with FERPA or other applicable law.

Time of Recording

Video cameras must be operated at all times during the instructional day, when students are present in the Self-Contained Classroom or Other Special Education Setting. The video cameras are not required to be in operation when students are not present in the Self-Contained Classroom or Other Special Education Setting.

The District must place, operate, and maintain Video Cameras and Equipment in the relevant Self-Contained Classroom(s) and Other Special Education Setting(s) during the regular school year and during extended school year services.

The District shall operate and maintain requested video camera(s) in a Classroom/Setting for the remainder of the school year in which the District received the request, unless the requester withdraws the request in writing or circumstances change such that the Classroom/Setting no longer continues to satisfy the requirements under TEC § 29.022 and 19 T.A.C. § 103.1301.

For purposes of these procedures, a Classroom/Setting continues to satisfy the requirements under TEC § 29.022 and 19 T.A.C. § 103.1301 if a majority of the students in regular attendance in the Classroom/Setting are:

(1) Provided special education and related services; and

[6] Incidental coverage of a minor portion of a bathroom or changing area may occur as a result of the layout of the classroom or setting.

(2) Assigned to one or more self-contained classrooms or other special education settings for at least fifty percent of the instructional day.

Discontinuation of Video Surveillance

Decisions whether to discontinue surveillance will be made by the SB 1398 Administrator.

Withdrawal of Request: A requester may withdraw a request for video surveillance at any time by submitting **Form A1, Withdrawal of Request for Video Surveillance**, to the individual to whom the original request for video surveillance was submitted (i.e., campus principal or SB 1398 Administrator, as appropriate). If a requester withdraws a request in writing as provided above, the District may discontinue video surveillance, unless another eligible person submits a new request for video surveillance. Notice of discontinued surveillance must be given as provided below. The District may also elect to continue video surveillance as long as the Classroom/Setting continues to satisfy the requirements under TEC § 29.022 and 19 T.A.C. § 103.1301. If the District elects to continue video surveillance into the next school year, the District should send written notice of video surveillance to all school or campus staff and to the parents of students attending class or engaging in school activities in the Classroom/Setting using Form C, Notice of Video Surveillance, at the beginning of the next school year.

End of the School Year: The District may discontinue video surveillance at the end of the school year, unless a person eligible to make a request for the next school year submits a new request. Notice of discontinued surveillance must be given as provided below. The District may also elect to continue video surveillance for the next school year as long as the Classroom/Setting continues to satisfy the requirements under TEC § 29.022 and 19 T.A.C. § 103.1301. If the District elects to continue video surveillance into the next school year, the District should send written notice of video surveillance to all school or campus staff and to the parents of students attending class or engaging in school activities in the Classroom/Setting using Form C, Notice of Video Surveillance, at the beginning of the next school year.

Classroom/Setting No Longer Meets Requirements: If a Classroom/Setting no longer satisfies the requirements under TEC § 29.022 and 19 T.A.C. § 103.1301, the District may discontinue video surveillance. Notice of discontinued surveillance must be given as provided below. The District may not continue video surveillance unless and until the District obtains parental consent from all parents in the affected Classroom(s)/Setting(s). While not always possible, the District should try to anticipate changed circumstances to allow time to obtain parental consent to avoid any lapse in video surveillance. If the District wishes to continue video surveillance, the District shall:

(1) Notify the affected Parents and Staff Members of discontinued surveillance as provided below;
(2) Obtain written consent to continue video surveillance from all affected Parents; and

(3) If consent is obtained from all affected Parents, notify the affected Parents and Staff Member(s) that surveillance will continue using Form C, Notice of Video Surveillance (the District should note in the notice whether there is any lapse in video surveillance).

Notice of Discontinuation during the School Year: If for any reason the District will discontinue operation of a video camera during the school year (e.g., the Classroom/Setting no longer satisfies the requirements under TEC § 29.022 and 19 T.A.C. § 103.1301, or the requester withdraws the request), the campus principal must notify the parents of each student in regular attendance in the Classroom/Setting, using **Form D, Notice of Discontinued Video Surveillance,** that operation of the video camera(s) will not continue unless requested by a person eligible to make a request. It is also recommended, but not required that the campus principal notify all campus staff that surveillance will be discontinued. The required notice using Form D, Notice of Discontinued Video Surveillance, must be given not later than the fifth (5^{th}) school day before the date the operation of the video camera(s) will be discontinued.

Notice of Discontinuation at the End of the School Year: The campus principal must notify the parents of each student in regular attendance in the Classroom/Setting that operation of the video camera(s) will not continue during the following school year unless a person eligible to make a request for the next school year submits a new request. This required notice is contained in
Form C, Notice of Video Surveillance which is provided to parents prior to the video surveillance becoming operational. Form D, Notice of Discontinued Video Surveillance may be utilized to notify parents of newly enrolled students or other affected parties as deemed appropriate on a case-by-case basis by the campus principal and SB 1398 Administrator. .

Posted Notice: On the date that video surveillance is actually discontinued, the campus principal should remove the Posted Notice of Video Surveillance from the entrance of the Classroom/Setting.

IV. ACCESS TO VIDEO RECORDINGS

Confidentiality

Video recordings are confidential and may only be released or viewed under the limited circumstances set forth under TEC § 29.022, to the extent not limited by FERPA. An individual may *not* view the recordings if prohibited to do so by FERPA, even if that individual is eligible to view the recording pursuant to TEC § 29.022 and 19 T.A.C. § 103.1301.

Use of Video Recordings in Disciplinary Actions

A video recording believed to document a possible violation of District or campus policy relating to the neglect or abuse of a student may be used as part of a disciplinary action against the District or school personnel and must be released for viewing by the District employee who is the subject of the disciplinary action at the request of that employee.

VIII – Other Special Education Procedures

Release of Video Recordings in Legal Proceedings

A video recording believed to document a possible violation of District or campus policy relating to the neglect or abuse of a student shall be released at the request of the student's Parent in a legal proceeding.

Prohibited Uses of Video Recordings

The following uses are prohibited:

- Regular or continual monitoring of the video feed;
- Teacher/staff evaluation or monitoring; and
- Any purpose other than promoting the safety of students receiving special education services in Self-Contained Classrooms or Other Special Education Settings.

Access by Personnel for Operation and Maintenance Purposes

Contractors or employees may incidentally view a video recording in performing job duties relating to installation, operation, or maintenance of video equipment or the retention of video recordings. Personnel accessing the video recording in this manner shall maintain the confidentiality of the recordings.

Persons Eligible to Request Access in Connection with an Alleged Incident

Under TEC § 29.022, the following individuals may view a video recording in connection with an alleged Incident (*i.e.*, an "Eligible Requester"):

(1) An employee involved in an alleged Incident (as defined in these procedures) that is documented by a video recording and has been reported to the District or school, upon the employee's request;

(2) a Parent of a student involved in an alleged Incident that is documented by a video recording and has been reported to the District or school, upon the Parent's request;

(3) appropriate Texas Department of Family and Protective Services ("TDFPS") personnel as part of an investigation under TFC § 261.406;

(4) the following individuals, in response to a report of an alleged Incident OR an investigation of District or school personnel OR a report of alleged abuse committed by a student:

   a. a peace officer;*****
   b. a school nurse;*****
   c. a District or school administrator trained in de-escalation and restraint techniques;*****
   d. a human resources staff member designated by the Board;*****

(5) appropriate TEA or State Board for Educator Certification personnel or agents as part of an investigation;* or

(6) if a person described in items 3, 4, or 5 above views a video recording and believes that the recording documents a possible violation of District or school policy, the person may allow access to the recording to appropriate legal and human resources personnel.

Child Abuse and Neglect Reporting

If a person described in items 4 or 5 above views a video recording and believes that the recording documents possible abuse or neglect of a child under TFC, Chapter 261, Subchapter E, the person must notify TDFPS for investigation in accordance with TFC § 261.406 and Board Policy, FFG(Local).

Requirements to Request Access to Video Recordings

The requester must fall into one of the above categories of Eligible Requesters and file an Incident Report and Request to View Video Recording using Form E, or a Request to View Video Recording using Form E1, as indicated below.

Form E, Incident Report and Request to View Recording, should be completed by:

a) An **employee involved in an alleged Incident** (as defined in these procedures) that is documented by a video recording and has been reported to the District or school, upon the employee's request;
b) a **Parent of a student involved in an alleged Incident** that is documented by a video recording and has been reported to the District or school, upon the Parent's request.

Form E1, Request to View Recording, shall be completed by:

a) appropriate **Texas Department of Family and Protective Services ("TDFPS") personnel** as part of an investigation under TFC § 261.406;
b) the following individuals, in response to a report of an alleged Incident OR an investigation of District or school personnel OR a report of alleged abuse committed by a student:
    a. **a peace officer**;
    b. **a school nurse**;
    c. **a District or school administrator trained in de-escalation and restraint techniques**;
    d. **a human resources staff member designated by the Board**; or
c) **appropriate TEA or State Board for Educator Certification personnel or agents** as part of an investigation.

Procedures for Filing an Incident Report and Request to View

Eligible Requesters should contact the SB 1398 Administrator to request access to a video recording. If a certified employee receives a report of an alleged Incident or a request to view a video recording, whether oral or in writing, he or she should forward the report/request or other information to the SB 1398 Administrator within 24 hours. The SB 1398 Administrator shall provide the requester Form E or Form E1, as appropriate. Eligible Requesters shall submit the completed Form E or Form E1 to the SB 1398 Administrator according to the instructions on the form. The SB 1398 Administrator shall provide a courtesy copy of the completed Form E or Form E1 to the campus principal as soon as practicable.

District Steps upon Receipt of Incident Report/Request to View

NOTE: NOTHING IN THESE PROCEDURES ALTERS OR OTHERWISE AFFECTS A DISTRICT EMPLOYEE'S REPORTING, INVESTIGATION, OR RESPONSE OBLIGATIONS UNDER OTHER DISTRICT POLICIES AND PROCEDURES OR APPLICABLE LAW WITH RESPECT TO ALLEGATIONS OF ABUSE OR NEGLECT.

(1) Upon receipt of a completed Form E or Form E1, the SB 1398 Administrator shall note the date of receipt on the completed form and notify the requester of the District's receipt of the request using Form F, Notification Regarding Incident Report and Request to View Video Recording.

(2) The SB 1398 Administrator shall review and investigate the report and provide a response to requester, approving the request or stating the reason for denying the request, within seven (7) school business days using Form F, Notification Regarding Incident Report and Request to View Video Recording.[7]

(3) If appropriate, the SB 1398 Administrator may need to contact the requester to clarify his or her report and obtain additional information.

(4) Based on the report and other information obtained from the requester, if any, the SB 1398 Administrator shall make a preliminary determination of whether the requester would be an Eligible Requester, as set forth above, if the information provided by the requester is true. If the SB 1398 Administrator determines that the individual would not be an Eligible Requester (for example, a parent of a student who is not involved in an alleged Incident, other categories of District personnel not listed above, the news media, etc.), the SB 1398 Administrator may deny the request on the basis that the individual is not an Eligible Requester. The SB 1398 Administrator shall note the date of denial of the request on the completed Form E/E1 and notify the requester that the request has been denied using Form F, Notification Regarding Incident Report and Request to View Video Recording.

(5) If the request is denied because the individual is not an Eligible Requester, the SB 1398 Administrator should still review the report and other information obtained from the requester, if any, and determine whether an Incident is alleged and should be investigated by the District. **Even if the requester is not an Eligible Requester, the SB 1398 Administrator and other authorized District personnel may view the requested video recording(s) in response to a report of an alleged Incident, an investigation of District personnel, or a report of alleged abuse committed by a student.**

(6) If the SB 1398 Administrator determines that the individual would be an Eligible Requester if the information provided by the requester is true:

   a. **For Form E** (request by employee or Parent), the report must allege an Incident, and the alleged Incident must be documented by a video recording. **Please proceed to step 7, below**.

   b. **For Form E1** (request by TDFPS personnel, a peace officer, school nurse, District or school administrator trained in de-escalation and restraint techniques, or human resources staff member designated by the Board, or appropriate TEA or SBEC personnel or agents), the report must provide general information regarding an Incident, report, or investigation giving rise to the request. The report is not required to allege an Incident, and an alleged Incident is not required to be documented by a video recording. **Please skip to step 8, below.**

[7] If a request to view a video recording is denied, the requester may request an expedited review of the District's denial by TEA. Regulations governing this expedited review process are forthcoming.

(7) **For Form E** - The SB 1398 Administrator must determine whether the report involves an alleged Incident that is documented by a video recording.

a. An Incident is defined as:

i. an event or circumstance involving alleged:

1. Abuse of a student by a school district employee;
2. Neglect of a student by a school district employee;
3. Physical Abuse of a student by another student; or
4. Sexual Abuse of a student by another student;

ii. that allegedly occurred in a Self-Contained Classroom or Other Special Education Setting in which video surveillance is conducted under these procedures.

b. If the SB 1398 Administrator determines that the report does not involve an alleged Incident, the SB 1398 Administrator may deny the request on the basis that the report does not involve an allege an Incident, as that term is defined in 19 T.A.C § 101.301(b)(9). The SB 1398 Administrator shall note the date of denial of the request on the completed Form E and notify the requester that the request has been denied using Form F, Notification Regarding Incident Report and Request to View Video Recording. If the request is denied because the report does not involve an alleged Incident, the SB 1398 Administrator should still review the report and determine whether further investigation would be appropriate. **Even if the report does not involve an alleged Incident, the SB 1398 Administrator and other authorized District personnel may view the requested video recording(s) in response to a report of an alleged Incident, an investigation of District personnel, or a report of alleged abuse committed by a student.**

c. If the SB 1398 Administrator determines that the report involves an alleged Incident, the SB 1398 Administrator or other designated District or school administrator trained in de-escalation and restraint techniques shall view the applicable recording(s) to determine whether an alleged Incident is documented by the video recording(s). The SB 1398 Administrator shall contact the Executive Director, Talent Experience, who is the human resources staff member designated by the District's Board of Trustees, to aid in the determination, as to whether an alleged Incident is documented by the requested video recording.)

d. If the SB 1398 Administrator and other authorized District representatives, if any, determine that an alleged Incident is not documented by the requested video recording(s), the SB 1398 Administrator shall note the date of denial of the request and notify the requester of the District's decision using Form F, Notification Regarding Incident Report and Request to View Video Recording, denying the request because an alleged Incident is not documented by the requested video recording(s), within seven (7) school business days after receipt of the request by the SB 1398 Administrator.

e. If the SB 1398 Administrator and other authorized District representatives, if any, determine that an alleged Incident is documented by the requested video recording(s), the SB 1398 Administrator shall note the date of approval of the request and notify the requester of the District's decision using Form F, Notification Regarding Incident Report

and Request to View Video Recording, within seven (7) school business days after receipt of the request by the SB 1398 Administrator. **Please skip to step 9, below.**

(8) **For Form E1** - The SB 1398 Administrator must determine whether the requester has provided reasonable documentation or other evidence of his/her status as an Eligible Requester and general information, as appropriate to the requester, regarding an Incident, report, or investigation related to the request. The request should be approved unless the requester wholly fails to satisfy one or both of these requirements. The SB 1398 Administrator shall note the date of approval of the request and notify the requester of the District's decision using Form F, Notification Regarding Incident Report and Request to View Video Recording, within seven (7) school business days after receipt of the request by the SB 1398 Administrator. If the SB 1398 Administrator has not already viewed the requested video recording(s), the SB 1398 Administrator and other authorized District personnel, as appropriate, should review the requested video recording(s) and determine whether further investigation or other action by the District may be warranted. **Please proceed to step 9, below.**

(9) **Form E or E1** - If the request is approved, the SB 1398 Administrator shall reasonably coordinate with the requester to schedule a viewing appointment. Prior to allowing the requester to view the recording(s), the SB 1398 Administrator shall prepare the relevant portion of the video recording(s) for viewing and redact students from the video recording(s) as may be required by FERPA.

Procedures for Approved Requests to View Video Recordings

If a Request to View Video Recordings is approved, Form F directs the requester to contact the SB 1398 Administrator to schedule a viewing appointment. Video recordings will be made available at the District's Special education office, located at the MR Wood Education Center, 138 Avenue F, Sugar Land, Texas 77498 between the hours of 8:00 am and 4:30 pm. If these times do not work for the requester, the SB 1398 Administrator shall reasonably attempt to arrange for an alternative time for the Eligible Requester to view the approved video recording(s).

Prior to allowing the Eligible Requester to view an approved video recording, the SB 1398 Administrator shall extract only the portion of the approved video recording documenting the alleged Incident and related events or circumstances and prepare the video recording for viewing by redacting confidential information, such as names or images of other students protected under FERPA and any protected state assessment information.

When an Eligible Requester views a video recording, the following rules apply:

- The right to view a video recording does not equate to the right to receive a copy of the video recording(s). For purposes of these procedures, "access" shall mean the right to view the video recording(s) in accordance with these procedures.
- A District representative must be present at all times during the viewing. Only the following individuals may act as the District representative at the viewing:
    - a peace officer;
    - a school nurse;

  - a District or school administrator trained in de-escalation and restraint techniques as provided by commissioner rule;
  - the SB 1398 Administrator; or
  - a human resources staff member designated by the District's Board of Trustees.
- No person other than the Eligible Requester and the District representative may be present during the viewing. If the Eligible Requester brings a representative or other individual to the viewing appointment, those individuals must remain outside the room during the viewing, unless the other individual is the student's other Parent.
- **Recording is strictly prohibited during the viewing.** The District representative will monitor for unauthorized recording (e.g., by cell phone, etc.) during the viewing and shall immediately stop the viewing appointment if an Eligible Requester attempts to record the video during the viewing appointment.

Local Grievance Procedures for Filing a Complaint Alleging Violation of TEC § 29.022/19 T.A.C. § 103.1301

The requester has the right to file a grievance/complaint if he or she believes the District erroneously denied his or her request in violation of TEC § 29.022 or 19 T.A.C. § 103.1301. To file a complaint alleging a violation of TEC § 29.022 or 19 T.A.C. § 103.1301, the individual must comply with the District's local grievance procedures or other dispute resolution channels in accordance with Board Policies DGBA (employee complaints/grievances) or FNG (student and parent complaints/grievances) available at http://pol.tasb.org/Home/Index/483. Except as otherwise provided below, a TEA complaint, mediation, or due process procedures are not the appropriate channels to file a complaint alleging a failure to comply with TEC § 29.022 or 19 T.A.C. § 103.1301.

Appeals to the Commissioner for a Violation of TEC § 29.022/19 T.A.C § 103.1301

After exhausting the District's local grievance procedures, a person may appeal an action by the District or a school that the person believes to be in violation of TEC § 29.022, 19 T.A.C. § 103.1301, Board Policy EHBAF, or these procedures to the Commissioner through the appeals process set forth in TEC § 7.057.

Expedited Review by TEA

The District, a Parent, a Staff Member, or an Administrator may request an expedited review by TEA of the District's:

a. Denial of a request made under TEC § 29.022;
b. Request for an extension of time to begin operation of a video camera; or
c. Determination to not release a video recording to an Eligible Requester.

If an expedited review is requested, TEA shall notify all other interested parties of the request. Additionally, the TEA shall issue a preliminary judgement as to whether the District is likely to prevail on the issue under a full review by the agency. If TEA determines that the District is not likely to prevail, the District shall fully comply with TEC § 29.022, notwithstanding an appeal of the agency's decision.

TEA shall notify the requester and the District, if the District is not the requester, of the agency's determination.

Additional rules relating to the expedited review process are anticipated from TEA.

No Admission of Fault or Liability

The SB 1398 Administrator's approval of a Request to View Video Recording shall in no way be construed as an admission that an Incident occurred or as an admission of fault or liability by any person or entity.

Request for Access Under FERPA

Generally, video recordings made pursuant to TEC § 29.022 and 19 T.A.C. § 103.1301 are surveillance videos and do not constitute a student's education record subject to disclosure in response to a request made under FERPA, unless an alleged Incident is documented on the video recording or the student otherwise becomes the "focus" of the video recording as defined by the U.S. Department of Education.

VIII – Other Special Education Procedures

RISK MANAGEMENT

Emergency Evacuation Planning

The Americans with Disabilities Act and the Rehabilitation Act require school districts to make reasonable accommodations for students with disabilities -- which must include making plans for a safe evacuation from the school setting. Any student with an Individualized Education Program (IEP) or 504 Accommodation Plan who requires special assistance to exit the building in drill or emergency situations needs to have an Individual Emergency Evacuation Plan. Evacuation Plans are to be updated at least annually or whenever there is a change in the student's schedule/classroom assignments, mobility, or health/medical status.

- Within the first 2 weeks of the school year, each campus will create a Special Education Crisis Management Team. The Principal/Assistant Principal and Special Education Department Head/Campus Compliance Coordinator will Co-Chair the team. This team will meet and identify which students will need an Individual Emergency Evacuation Plan. They will consult with the following, as appropriate:

- Campus Principal/Assistant Principal
- Campus Nurse
- Physical Therapist
- Occupational Therapist
- Student's Teacher
- Fire Marshal

The Individual Emergency Evacuation Plan must be developed for each student who is unable to safely exit the building without assistance. This form can be found in the FBISD Electronic Health Record (Form located in the Appendix). A copy of this plan will be keep with Campus Emergency Plan, the student's teacher, and the school nurse.

For the students who have Occupational Therapy and/or Physical Therapy as a related service (with current physician approval form for PT), and the campus team has identified as able to safely and expediently be transported downstairs with extra physical assistance or equipment, will receive specialized training. Campus will identify ample number of qualified staff members to assist student, schedule the training with the PT/OT, nurse, and other required team members. The training will include identification of equipment, specific procedure, body mechanics, and safety training. All other students requiring specialized assistance who are not receiving PT/OT service, a generalized training on the use of evacuation equipment can be provided to staff. Students who cannot be safely and expediently assisted with equipment or by staff, will be transported/assisted to fire-safe area of school with assigned staff, and wait for assistance from fire department. Fire department rescue and assistance will always be available to all students requiring assistance.

VIII – Other Special Education Procedures

Yearly training is required for staff that will be transferring students using specialized equipment (such as evacuation chairs). This training will be provided by the Physical Therapist and/or Occupational Therapist with the campus nurse included. Documentation (Agenda and Sign-in sheet) of this training will be required and filed with the campus administrator Campus Emergency Plan.

When new students enroll after the beginning of year, the above process will be followed within 2 weeks of student enrollment. When students transfer to a different FBISD campus, the student's individual plan will be sent with the student's records to the receiving campus.

SERS has the district inventory of evacuation equipment. Contact SERS if additional equipment is required.

Steps to consider when developing an Individual Emergency Evacuation Plan for Students with Physical Impairments:

1. Who - responsible staff for escorting the student out of the building and/or to the ground floor
2. When - time frames/class schedules
3. Where - class location, exits, etc. and the destination for the student
4. What - special supplies (i.e. assistive technology device), special medical attention, and other considerations
5. How - Possible solutions: Guidance/support by an adult (use of transfer belt for extra support), Carries: two person, fireman's carry, cradle lift, etc., Evac Chair, Stair Trak, Rescue room / Fire Safe location

In order to have fire safe/rescue rooms established within buildings, the school district must work with the local fire marshal. During each drill, it is important that students, staff and other building occupants practice what they will do in an actual emergency.

VIII – Other Special Education Procedures

Safety Statement

FBISD believes that safety education and accident prevention are important to everyone involved with our schools and should be integrated into every aspect of our work activity. In order to safely perform the job, the employee must be familiar with the safety rules of the job and participate in all safety training provided by the department. Employees must wear personal protective equipment whenever required and ask for assistance if the task requires more than one person. If unsure how to perform a task safely, stop and ask supervisor for instruction before continuing. All employees of the District are responsible for maintaining a safe and healthy work place and assuring that safety precautions and practices are followed. Employees are expected to immediately report any unsafe working conditions or safety problems to the immediate supervisor. Until corrective action is taken, ensure that the area or condition is restricted and that cautionary devices, i.e., cones, temporary fencing, floor signs, etc. are in place so that others are not affected or injured.

Personal Safety Tips

- Wear hair short or pulled back (and out of students' reach).
- Limit jewelry to items not easily grasped and pulled (e.g. stud earrings, rings).
- Wear long-sleeved shirts (light-weight in spring and fall).
- Wear sturdy, no or low heeled, closed-toe/heel shoes, with non-skid soles.
- Plan the task beforehand; if the task is going to be performed with others, talk about how it's going to
- be done, who's doing what, etc.
- Use proper body mechanics.
- Follow universal precautions procedures.
- Use personal safety techniques (CPI).

Individual Health Plans (IHPs)

An individual health plan (IHP) is a plan developed by the school nurse with the assistance of the parent for the management of a student's health concern at school. Students with known serious or complex health concerns will have individual plans and procedures which specify the appropriate response to a condition (i.e. seizures) or the steps for completing a needed nursing task (i.e. feeding procedure).

<u>Seizures</u>

Seizures are not uncommon events in the school setting. Assisting someone having a seizure can be a frightening experience and it may be necessary to discuss the episode with the supervisor. If you have questions, ask.

What to do if a child has a seizure:

- Remain calm/provide privacy.
- If possible, send someone to notify the school nurse.
- Time the seizure. Note details.

- Do not restrain or interfere with their movements.
- Help student lie down and cushion head.
- Try to turn student on his or her side.
- Clear area around the student.
- Loosen any tight neckwear.
- Do not put anything in the student's mouth.

After the seizure:

- Notify supervisor.
- Provide privacy and rest.
- Student may need a change of clothing.
- Do not give student food or drink until fully awake.
- Let the student know they had a seizure.
- Turn the event into a learning experience for other students to increase their understanding and acceptance.
- Check with supervisor to see if an incident report needs to be filled out.

Call 911 if:

- The seizure continues without fully stopping for more than 5 minutes.
- There is no seizure history.
- The seizure follows a head injury or happened to a person with diabetes.
- One seizure occurs right after another seizure.
- Breathing is labored or absent after seizure has stopped.
- Serious injury occurred during the seizure.

Universal Precautions

Hand washing

- Wash your hands frequently, preferably between working with students; before and after feeding, after wiping your nose or mouth, after touching communal objects, i.e., doorknobs, phones, desktops,
  keyboards, etc., before and after using the restroom, after picking up or touching soiled tissues, when
  you return home from work, etc.
- Use soap and water and wash vigorously under a stream of running water for 15 – 20 seconds. (Sing
  the happy birthday song twice)
- Dry hands and use paper towel to turn off running water.

VIII – Other Special Education Procedures

Handling Bodily Fluids and Substances

- Avoid direct skin contact with body fluids and substances.
- Keep disposable gloves readily available for quick response.
- Wear disposable gloves when handling body fluids and substances.
- When possible, have students wash off their own cuts and abrasions and tend to their own runny or
  bloody noses.
- Wash hands with soap and water, frequently.
- Limit shared use items (where potential transmission of communicable disease exists) to the extent
  possible or sanitize after use, e.g., bathroom passes, mouthpieces, sports bottles, etc.
- Call for the school nurse if the situation requires first aid.

Injuries and Spills

- Assist student.
- Move others away from body fluid or substance.
- Call for nurse assistance if the situation requires first aid or if students have been exposed to bodily fluids or substances.
- Assigned, trained staff will use the special kits to remove, clean and dispose of the bodily fluid and
  substance.
- If a student has been injured notify the campus principal immediately.
- If staff has been injured, complete the Safety Incident Follow-up Report and give to the campus principal. (See Appendix for the Safety Incident Follow-up Report form)

Toileting

Many students with disabilities require assistance using the restroom. This assistance may include:

- Changing diapers.
- Assisting student to and from the toilet.
- Physically assisting a student with pulling pants up or down before and after using the toilet.
- Hand washing reminders.
- Visually checking to make sure a student has successfully used the restroom or just reminding a student that it is time to use the restroom.

While assisting with any of the listed procedures that require physical contact, always wear disposable gloves and other personal protective equipment if needed. If the student requires a diaper change, request demonstration and supervision the first time. Your supervisor and/or school nurse will review specific diapering and toileting procedures. The larger a student is, the more complicated, and sometimes difficult, the procedures may be. Remember, the dignity of the student must be regarded and respected at all times.

VIII – Other Special Education Procedures

Even though this aspect of the paraprofessional's job may be perceived as difficult and unpleasant, it still needs to remain a dignified, personal process for the student. If toileting/diaper should occur while on a field trip, staff will need to determine and communicate in advance what that protocol will be.

Routine Diapering Procedure with Skin Integrity Checks

- Routinely check diapered students for the need for diaper changes (every two hours) or as directed by the IHP.
- Wash your hands.
- Put on disposable gloves.
- Assist student to table or mat using proper body mechanics.
- Make sure student is safe. Keep one hand on the student the entire time if student is on a table. Use safety belt or side rails if available.
- Remove any wet/soiled outer clothing and place in double plastic bag. Label with student's name and send home with student.
- Remove diaper. Dispose of diaper in a plastic bag.
- Clean the student's diaper area (buttocks, thigh, perineum, any skin creases, lower abdomen and
  back). Clean from front to back.
- Wash area with mild soap and water, rinse well, and dry completely. May use skin wipes as provided by parent or guardian.
- Remove gloves and place in plastic bag.
- Replace student's clothing.
- Wash your hands and student's using soap and running water.
- Disinfect changing table or mat.
- Document the procedure.

Observe the condition of skin and notify the school nurse if any of the following is evident:

- irritation, redness, rash
- skin breakdown
- signs of infection (redness, swelling, pain, drainage)
- any unusual color, odor or frequency
- unusual consistency of stool (note if liquid, soft, formed, hard)
- notify school nurse and parent of unusual findings

Wheelchair to Toilet/Changing Table Transfers

The following steps should be followed during wheelchair to toilet transfers:

- Lock the wheelchair wheels and ensure that the locks work.
- If possible, have the student slide to edge of the wheelchair.

- If possible, have student grasp the arm of the wheelchair or grab bars, if available, for support.
- Ensure the student's feet are directly under him or her.
- If the student can lift him/herself, have him or her do so. If not, assist the student by lifting him or her toward you; supporting the student by the torso. Maintain proper body mechanics.
- Have student pivot, helping to position his or her body.
- Slowly lower the student onto the toilet or changing table.
- Reverse procedures for transferring the student back to wheelchair.
- If student is unable to provide any assistance or support and weighs more than 35 pounds, ask for help and do not attempt the transfer alone.

Wheelchair Safety

- Before moving a wheelchair or using adaptive equipment make sure you know how it operates; if you
  don't know how a piece of equipment works, ask for help.
- A power or motorized wheelchair should only be manually operated under specifically directed circumstances.
- Always set wheelchair brakes before placing a student in or removing from a wheelchair.
- Place student as far back in the seat as possible, so as to encourage upright posture.
- Fasten hip or seat belts first, secure a snug position after making sure that the student is seated as far
  back in the seat of the chair as possible.
- Fasten shoulder straps and foot straps next.
- Check feet to make sure that they are placed securely in footrests before fastening straps.

Lifting and Transferring Students

- Encourage students to move on their own, to the extent possible.
- Ask yourself: is it necessary to move the student and if so, is there assistance available?
- Use proper body mechanics.

Proper Body Mechanics

- Create and maintain a stable stance (solid footing with feet about shoulder width apart).
- Lift with your legs, not your back, bending your knees as needed.
- Keep your back in an upright, forward-facing position when lifting (do not lift & twist).
- Keep the student's weight as close to you as possible.
- Ask for assistance.
- Lift only what you know you can safely handle.

VIII – Other Special Education Procedures

Assistive Devices

There are different assistive devices available for use when lifting, transferring, or assisting students. The following is a brief description of a couple devices you may encounter or already be familiar with. Staff members must be properly trained in the use of these devices and insure the devices are in proper working order BEFORE attempting to use them.

- Mechanical Lifts- These lifts are used to transfer immobilized or paralyzed students. Prior training in the correct and competent use of these lifts is essential.
- Transfer Discs-These transfer aids allow the student to pivot turn once in standing for ease in transfers. The student's feet need to be directly on the disc and, with all transfer techniques, proper body mechanics is essential.
- Slide Boards- These allow students to slide or scoot along the board from one surface to another. Again, it is very important to maintain proper body mechanics when using these devices. Always ensure the student is fully on the board so that he/she will not fall off.
- Evacu-Trac-This allows for the emergency evacuation of students who are wheelchair bound or who have limited mobility and are on the second floor of the school during the emergency. It requires the transfer of the student from their wheelchair to the Evacu-Trac and then assistance down the stairs.

Falls

Depending on the circumstances, it is often safer to go down with the student rather than try to catch them. Attempting to catch a student often requires you to ignore proper body mechanics and can result in injury to the both staff member and student. Remember the following when helping a student during a fall, if one should occur.

- Keep close to the student during the fall. If possible, hold the student in a hug with your hips under theirs. Remember to bend at the knees and not your back.
- Slow and cushion the impact of the fall, if possible.
- Check to ensure the student is alright before moving him or her. Ask for assistance in helping the student up from floor level after the fall.
- Have the nurse check student for injuries.

Restraint Training

FBISD offers Non-Violent Physical Crisis Intervention (CPI) training on how to deescalate and apply techniques to manage disruptive and assaultive behavior. Staff that attend CPI are trained in the following restraints:

- Team Control Position
- Children's Position
- Transport Position (Forward and Backward)

Every year, program staff are required to take a CPI course, alternating the initial course and refresher every other year. You will receive a card that shows that you have taken and completed the written and

physical portion of the training. CPI must be completed within 30 day if a staff member is not certified and is involved in a restraint.

Basis for Use of Physical Restraint

The philosophy of CPI is to provide the best "Care, Welfare, Safety and Security" for students even in violent moments. The program has been designed to provide the same "Care, Welfare, Safety and Security" for staff. Staff members are to use CPI control positions only as a last resort when a student presents a danger to self or others. When physical restraints are used, staff members will ensure the "Care, Safety, Welfare and Security" of students by not engaging in any type of restraint that:

- Takes children to the floor
- Depresses the abdomen
- Blocks a child's airway
- Involves holding the lower extremities
- Involves any hold that places a child facedown with an adult sitting on top or laying across the child.

Guidelines for Documentation and Review of Restraint

- When restraint has been used, the following procedures must be followed:
- The staff member(s) involved must submit a written report to the building principal within one (1) day.
- These forms are available in Success Ed. (See Appendix for the Restraint Incident Report form)
- The school principal or designee shall notify the parent(s) verbally as soon as possible but no later than the end of the school day.
- A written report shall be mailed, e-mailed, or faxed to the parent(s)/guardians within 5 calendar days following the use of restraint and a copy placed in the student's cumulative file.
- Staff member(s) who were involved will review each incident of restraint to determine whether the procedures used were in compliance with state law and to consider ways to improve procedures and minimize the future need for restraint. This must occur within 2 days of the incident.

Report Injuries

- Staff should report all injuries, regardless of severity, within 24 hours of the time the injury occurs or you become aware that an injury has occurred.
- Complete the Safety Incident Follow-up Report and give to the campus principal. (See Appendix for the Safety Incident Follow-up Report form)
- If medical care is required, make an appointment to see a designated physician. Provide medical progress reports and work restriction information to your campus principal immediately.

VIII – Other Special Education Procedures

DEPARTMENT ACTION PLAN PROCESS

The BOT has specific goals that are approved each year that are incorporated into what is sometimes known as the Strategic Plan.

The District is also required to complete a District Improvement Plan (DIP) and each campus is required to complete a Campus Improvement Plan.

The Department of Special Education collaborates with other central office departments in the development of the DIP. In addition, campuses are required to include strategies to support special education improvement according to the specific campus data. The Special Education Report card created by the Department of Special Education includes PBMAS indicators at the campus level that help the campuses had better understand their campus data as it relates to PBMAS and Safeguards.

The purpose of the Department of Special Education Action or Work Plan is to create an individual action or work plan for each member of the Special Education Leadership Team (SELT) so they can see the direct alignment of their work expectations to the DIP, and Strategic Plan. Additional goals are added to the Department of Special Education Action Plan.

VIII – Other Special Education Procedures

COMPLIANCE MONITORING PROCESS

Success Ed Compliance Report Monitoring

The Special Education Program Specialist for Compliance is responsible for the Success Ed report monitoring. The following reports are generated in Success Ed to monitor compliance -

- **Federal Count Data List**-provides a list of students that are compliant, non-compliant, or both when their Annual IEP and FIE Due Dates are compared to the Snapshot date. The Program Specialist runs the report for Compliance bimonthly for non-compliant students.

- **Instructional Arrangements**- provides a list of students by Instructional Arrangement based on their last IEP Meeting Date. The Program Specialist runs the report weekly to check for accuracy, residential facility tracker, and out of district placements.

- **SPP Indicator 11**-measures the percentage of the children who were evaluated within the state established timeline after receiving informed, written parental consent to evaluate. Run weekly for evaluation compliance.

- **SPP Indicator 12**-percentage of children referred to Part C prior to age 3, who are found eligible for Part B and who have an IEP developed and implemented by their third birthday. The Program Specialist runs the report weekly for evaluation compliance.

- **Progress Reports by Student**-provides a list of IEP subject areas per student IEP and determines if IEP progress reports have been completed for each reporting period. The Program Specialist runs the report each nine weeks by campus to ensure progress reports are entered for each student.

  The CCC or ARD Facilitator also generates the Progress Reports by Student for their campus to verify the progress report information has been entered.

- **Students By Form**- provides a list of students with the selected form in Draft, Locked, or Both. The Program Specialist runs the report weekly and compared with the Federal Count Data List report.

The Program Specialist for Compliance contacts the appropriate CCC (elementary), ARD Facilitator (MS/HS) to review compliance concerns and discuss action plan for correction. Once the campus staff corrects the error, they are to notify the Program Specialist for Compliance. If the compliance is not corrected, the Program Specialist for Compliance contacts the appropriate campus administrator and assistant director to discuss next steps.

VIII – Other Special Education Procedures

Special Education Audit Folder Review Process

The Program Specialist for Compliance is responsible for overseeing the special education audit folder reviews. The special education program managers and specialists complete the audit process two times per month.

The Folder Audit process:

- The Program Specialist for Compliance generates a report based on locked ARDs during the previous week. The ARDs for the student's on the report are used in the audit process.
- Each meeting group's participants (divided based on elementary and secondary) is given a list of no more than 5 names to audit. The participants use Success Ed to review ARD documents.
- Each meeting has a specific focus from the ARD to audit- i.e. instructional arrangements, documentation of specific programs and/or services, behavior plans, etc.
- Participants are given a form to complete and are required to answer questions to ensure all ARDs contain the appropriate documentation of services.
- A database is compiled for corrections or to document concerns about the ARD the participant audited.
- Participants are required to contact the campuses of the ARD that need corrections and give a deadline to complete the corrections.
- The Program Specialist for Compliance continues to follow up on the deadlines in the database and that the corrections are completed within the timeline.

Special Education PEIMS Data Validation Process

The Program Specialist for Compliance is the liaison for PEIMS accountability for the Department of Special Education. The Program Specialist receives daily emails from Certify, a web based application for data validation for PEIMS. The application gives an overall scorecard as well special warnings or fatal errors when it comes to PEIMS data from our student information system, Skyward.

Each day, the Program Specialist for Compliance receives and monitors the data validations for errors and warnings. In addition, if corrections are needed, the Program Specialist notifies the CCC, ARD Facilitator, or Diagnostician to assist in a plan to verify **the data is correct.**

Special Education OnData Suite Application monitoring

The district also uses the OnData Suite application to view reports based on PEIMS and TSDS data. Each week, the Program Specialist collects information on the number of special education students and the percentage of special education students for the district. The On Data Suite application also generates reports for limited scope audits (LSA) which the Program Specialist monitors each week in the area of early childhood instructional arrangements.

The Program Specialist also collaborates with the FBISD PEIMS Department regularly for updates to PEIMS, data standards, or attend PEIMS department professional development opportunities.

VIII – Other Special Education Procedures

State Performance Plans

The Program Manager of Evaluation and Program Specialist for Compliance as well as campus based evaluation staff, including diagnosticians, LSSPs, and speech pathologists, and CCCs or ARD Facilitators have the responsibility to continuously monitor the state performance plan indicators. The data for each indicator is located in the report in Success Ed.

As part of the department improvement plan, continuous monitoring is needed to reach the goal of 100% compliance for each of the indicators.

Indicator 7

- The Program Specialist for Compliance will keep a database of students between the ages of 3 and 5 years old and will monitor the database to ensure all students that meet the requirement are entered on the database.
- The Program Specialist for Compliance will ensure all Child Outcome Summary forms are completed for students meeting the Indicator 7 requirements.
- Teachers and speech pathologists will be notified through their CCC that a COS entry or exit form is needed for a student.
- The teacher or speech pathologist will complete the COS form within 30 days of the student beginning services (entry) or prior to the end of the school year (exit).
- The CCC will check the Indicator 7 report for their campus to verify compliance.

Indicator 11

- Evaluation staff will monitor the Indicator 11 timelines in Success Ed under Students> Program Compliance.
- Evaluation staff will monitor the Indicator 11 report in Success Ed:
    - Campus based evaluation staff will monitor the report for their campus.
    - Initial team evaluators will monitor the report for students they have tested.
- Staff will receive annual training regarding evaluation timelines and district expectations for meeting evaluation and ARD timelines.
- Staff will establish and support a coaching system to ensure compliance with evaluation deadlines.

Indicator 12

- Evaluation staff will monitor the Indicator 12 timelines in Success Ed under Students> Program Compliance.
- Initial team evaluators will monitor the report in Success Ed for students they have tested.
- Staff will receive annual training regarding evaluation timelines and district expectations for meeting evaluation and ARD timelines.
- Staff will establish and support a coaching system to ensure compliance with evaluation deadlines.

- Staff will utilize an intake checklist in conjunction with a shared data base consisting of: date of consent, evaluation due date, evaluation lock date, and Initial ARD meeting date.

Indicator 13

- Secondary ARD Facilitators will receive annual training on Indicator 13 procedures for the district.
- All Secondary ARD Facilitators will participate in a Calibration Training through a structured audit of existing transition paperwork completed this school year to ensure compliance.
- ARD paperwork audits will occur every semester to ensure 100% compliance with Indicator 13 requirements.

VIII – Other Special Education Procedures

IEP CONTINUER CODE

During the 85th legislative session, Senate bill 1867 was passed. The bill modified current law so that students who continue to enroll in high school after expected graduation are excluded from longitudinal rates calculated for state accountability if they meet certain criteria.

Exclusion Criteria
Per Texas Education Code TEC 39.053(g-2), students must:

- Be at least 18 years of age by September 1st
- Have satisfied credit requirements for high school graduation
- Not have completed their IEP
- Be enrolled and receiving IEP services

Process for coding students with the IEP Continuer code:

- The Program Manager for Transition Services and the SAILS program will create, maintain, and update a database of students for ATS and SAILS.
- The database will be provided to the Program Specialist for Compliance at the beginning of the school year and continuously throughout the year as it is updated.
- The Program Specialist for Compliance will code students with the IEP Continuer in the student information system, Skyward.
- Secondary ARD Facilitators will verify the IEP Continuer code during the data verification process each week.

VIII – Other Special Education Procedures

DYSLEXIA AND SPECIAL EDUCATION SERVICES

Fort Bend ISD has adopted Project Read, a research-based (Orton Gillingham), systematic, multi-sensory approach to reading instruction as a supplement to the curriculum for students identified as receiving special education services with disabilities involving reading ability, to include those students with dyslexia, for whom traditional Dyslexia intervention (Neuhaus) is not successful.

Project Read is a comprehensive reading program in that it includes materials for phonics, reading comprehension, and writing. This program provides lessons for direct concept teaching via targeted multi-sensory strategies and higher-level thinking skill instruction.

In Fort Bend, Project Read instruction is provided within the general education classroom, resource classroom, and/or through intervention or flex periods. The decision as to how the program is delivered is an ARD committee decision based upon the student's need.

Procedures for consideration of Project Read

- If a student qualifies for Special Education services with a Learning Disability involving reading, and the student is already receiving Neuhaus instruction with a reading specialist, consider the following:
    - If the student is making progress in the program and progress is extended into other content area courses, the student may continue the program as usual. However, a reading skills IEP goal should be developed as part of the IEP.
    - If the student is not making progress in the program, and the student continues to display difficulty in other content classes related to the difficulties in reading, a staffing and ARD should be held to discuss the data and determine if Project Read would be a more suitable program for the student. An IEP goal should be developed/revised for the student.
    - If the student is making progress in the program, but still continues to display difficulty in other content classes related to the generalization of fluency skills into comprehension, a staffing should be held to discuss the data and determine if Project Read's more comprehensive reading program would be a more suitable program for the student. An IEP goal should be developed/revised for the student.
- If a student is already receiving special education services in the general education class, and progress is not being made with regard to a specific learning disability involving reading, a staffing should be held to discuss the data and determine if Project Read would be a more suitable program for the student. If the determination is that Project Read is the most appropriate program, an ARD meeting is held to determine the frequency and duration of the program based on the needs of the child. Best practices for the program are direct instruction 30 minutes, 4 times per week. However, the ARD committee ultimately decides the frequency and duration of the service, as well as the location in which the services will take place.

See appendix for the following items:

- Neuhaus/Project Read Side-by-Side comparison
- Progress Monitoring forms (elementary and secondary)

VIII – Other Special Education Procedures

DUAL CREDIT COURSES AND SPECIAL EDUCATION

For students receiving special education services and are considering enrollment in a dual credit course through a post-secondary institution, a staffing should be held to discuss district responsibilities under a FAPE vs College ADA requirement. The only accommodations that can be provided in these courses are those approved by the ADA at the college. At the district level, we are also required to provide a FAPE. The campus should meet with students and parents to discuss the differences between ADA requirements and FAPE. If appropriate, the student/parent should contact the college and pursue the accommodations prior to taking the course. Once that process is completed, the ARD committee meets to review the College-approved accommodations and discuss if they are appropriate for the student's FAPE. If the committee determines the student needs more accommodations and/or supports, the student may not be appropriate for the course.

If the above process has not been completed or there are questions due to the college accommodations and special education needs differ, schedule a staffing to discuss the following:

- Review approved College Board accommodations,
- Discuss Special Education accommodations,
- If Special Ed accommodations provide more than the college-approved accommodations, then changes need to be made. These changes can be:
    - Take away all accommodations that are not approved in college accommodations and allow student to stay in course and gain college credit. If this is chosen, it is recommended we continue to collaborate with the college teacher to ensure the student makes progress. If the student is not making progress, schedule an ARD to discuss changes.
    - Give the student the appropriate accommodations under IDEA, and if these are greater than the college-approved accommodations, then the student can stay in the course, but will not receive college credit, only HS credit.
    - Give the student the appropriate accommodations under IDEA, and if these are greater than the college-approved accommodations, then the student can change to another course that is not dual credit.

VIII – Other Special Education Procedures

SUCCESS ED (Special Education Management System)

Success Ed is utilized to document information for students that receive Special Education services. Campus Compliance Coordinators (CCCs), Special Education Department Heads, ARD Facilitators, Special Education Teachers, Campus Based Evaluators (CBE), Related Service Providers (OT, PT, MT, LSSPs), Itinerant Teachers (Homebound, ADPE, Vision/O&M), and Speech Language Pathologists (SLP) must be familiar with all aspects of the application to properly document services for students receiving special education support.

Accessing Success Ed

Success Ed is accessible from any browser, such as Google Chrome, Internet Explorer, or Firefox, with an internet connection through Wi-Fi or 4G network. Success Ed can also be accessible on various electronic devices such as smartphones, tablets, laptops, etc.

To log into Success Ed, go directly to start.successed.net.

The username and password for the application are the same as the district login. If a password is reset or changed at any time, the password to Success Ed will also be changed. For password concerns, the user will need to contact the Technology Help Desk at 281-634-1300.

Once logged in, users can access the Success Ed system with the same functionality that you do when using the system from within the district.

Success Ed Support

For password concerns, the user will need to contact the Technology Help Desk at 281-634-1300.

For support for Success Ed, please contact the Program Specialist for Compliance at 281-634-1147. The Specialist will assist with the issue or contact the district technology department or Success Ed directly to help solve the concern.

Staff development will be ongoing throughout the year to increase users knowledge of the application and changes in FBISD procedures related to documenting services in Success Ed.

Videos and webinars are available through the Special Education SharePoint site for on demand assistance.

Updating IEP Goals & Objectives

All Special Education Teachers are responsible for updating and sending home the IEP Goals & Objectives updates and progress reports to the parent/guardian on the same cycle as the report card, unless specified otherwise more frequently in the ARD document. IEP Goals & Objectives must be updated at the end date of each grade reporting period identified on the district calendar.

VIII – Other Special Education Procedures

Each nine weeks will correspond with the Reporting Period in Success Ed. For example, the first nine weeks would equal “Reporting Period 1” when updating progress reports in Success Ed. In addition, IEP Goals & Objectives must be updated at the annual review by using the drop down “Annual Review”.

The updates should be based on data that clearly explains how the Goals/Objectives are updated. For example, data collection documents should contain quantitative data to inform the progress reporting, samples of student work should be maintained to show progress/mastery, etc. Progress/Mastery should be updated in the same manner in which the Goals & Objectives are written (trials vs %, etc.).
Once the IEP Goals & Objectives are updated, the Case Manager should review the updates for the purpose of identifying any students that may need a staffing and/or ARD to consider changes to the student’s IEP or accommodations. All updated IEP Goals & Objectives should be filed in the student’s State Audit Folder each grading period. Teachers/Service Providers are responsible for maintaining the data collection forms and sample of student's work and understand these are considered student's records under FERPA and parent's may access the records upon request.

For instructions on how to update IEP Goals & Objectives, please see the SE IEP Goals User Guide found on the right side of the home page for Success Ed once you log into the system. Videos and webinars are also available to assist and are located on the Special Education SharePoint site.

Documenting Parent Contacts

When a Special Education Staff Member (CCC, DH, ARD Facilitator, Special Education Teacher, Clerk, CBE, Itinerant Teacher, SLP) speaks with a parent, the details of the contact should be logged into Success Ed by the individual that spoke with the parent. To document the parent contact, go to the specific student in SE Manager, in New/Edit Forms pull down click on Contact Log and New/Edit. A new Contact Log will be added to the student. The document can be updated throughout the year and locked at the end of the year. Multiple users can add to the form to document parent contact.

Incident Report: Restraint or Time Out

When a Special Education student is restrained or give a time out, the details of the restraint should be logged into Success Ed by the staff member involved.

If a restraint was performed by a paraprofessional, the teacher involved in the restraint should complete the restraint documentation with the paraprofessional. If no teacher was involved in the restraint, then the assigned Case Manager will assist the paraprofessional in completing the restraint documentation.

The campus administrator or designee should be notified as soon as possible, but no later than the end of the school day in which the restraint occurred. 19 T.A.C. § 89. 1053(e). Save and lock the incident report within Success Ed within 24 hours of the incident.
A call to inform the parent/guardian should be conducted within 24 hours by the Special Education Teacher assigned as the Case Manager or the Campus Administrator. After the incident report is

completed, a parent generate letter will populate which should be sent home to parent/guardian within 24 hours.

For instructions on how to complete the Incident Report: Restraint or Time Out, please see the SE Manager User Guide on the right side of the Success Ed home page or see the Special Education SharePoint site. Please refer to 19 T.A.C. § 89.1053(e) and "Restraints" as clarified in this handbook.

Preparing for an Annual ARD

In preparation for a student's Annual ARD, the Special Education Teacher assigned as the Case Manager is required to contact all service providers involved with the student and collaboratively begin to prepare for the Annual ARD. The following components should be updated prior to the Annual ARD meeting:

1. Updated IEP Goals & Objectives from the previous year of Special Education services.
2. Student Attendance information (bring print out from Skyward)
3. Grades (bring printout from Skyward, if available)
4. District and state assessment results from current and previous years (bring print out from AWARE that has the individual student's historical CBA and State Assessment information)
5. ESYS data regarding regression on critical skills or IEP Goals & Objectives (if applicable)
6. PLAAFPs
7. Proposed IEP Goals & Objectives in "Draft"
    a. IEP Goals & Objectives should not "wrap" the entire annual ARD year. Rather, they should span the time from the date of the Annual ARD to the end of the school year. New goals should be developed that begin on the first day of school for the following year and continue to the day prior to the new Annual ARD date.
    b. These goals should be developed in one "package" driven by the annual PLAAFP statement. A new "package" should not be opened for the following school year.
8. Proposed classroom accommodations
9. Proposed district and state assessments
10. Proposed district and state assessment accommodations
11. AU Supplement (if applicable) – The special education teacher with support from the LSSP will draft the AU Supplement.
12. BIP and Behavior IEP Goals & Objectives (if applicable) – The LSSP, with support from the Teacher(s), will draft the BIP and Behavior IEP Goals & Objectives.
13. Transition Supplement (if applicable) – The Case Manager will draft the transition supplement and the Department Head or ARD Facilitator will ensure the information is prepped prior to the ARD.
14. Personal Care Services Supplement (if applicable) – the Special Education Teacher drafts this supplement for students that have IEP Goals & Objectives that support the need for Personal Care Services.

**Ideally, this information should be prepared at least two weeks prior to the Annual ARD. One week prior to the ARD, it is recommended that the campus Teacher send a draft copy of the IEP Goals & Objectives home to the parent/guardian.

Procedures for Unlocking Forms

If a mistake occurs on any locked forms in Success Ed, only the Program Specialist for Compliance can unlock forms. The procedures below outline the process for unlocking forms in Success Ed:

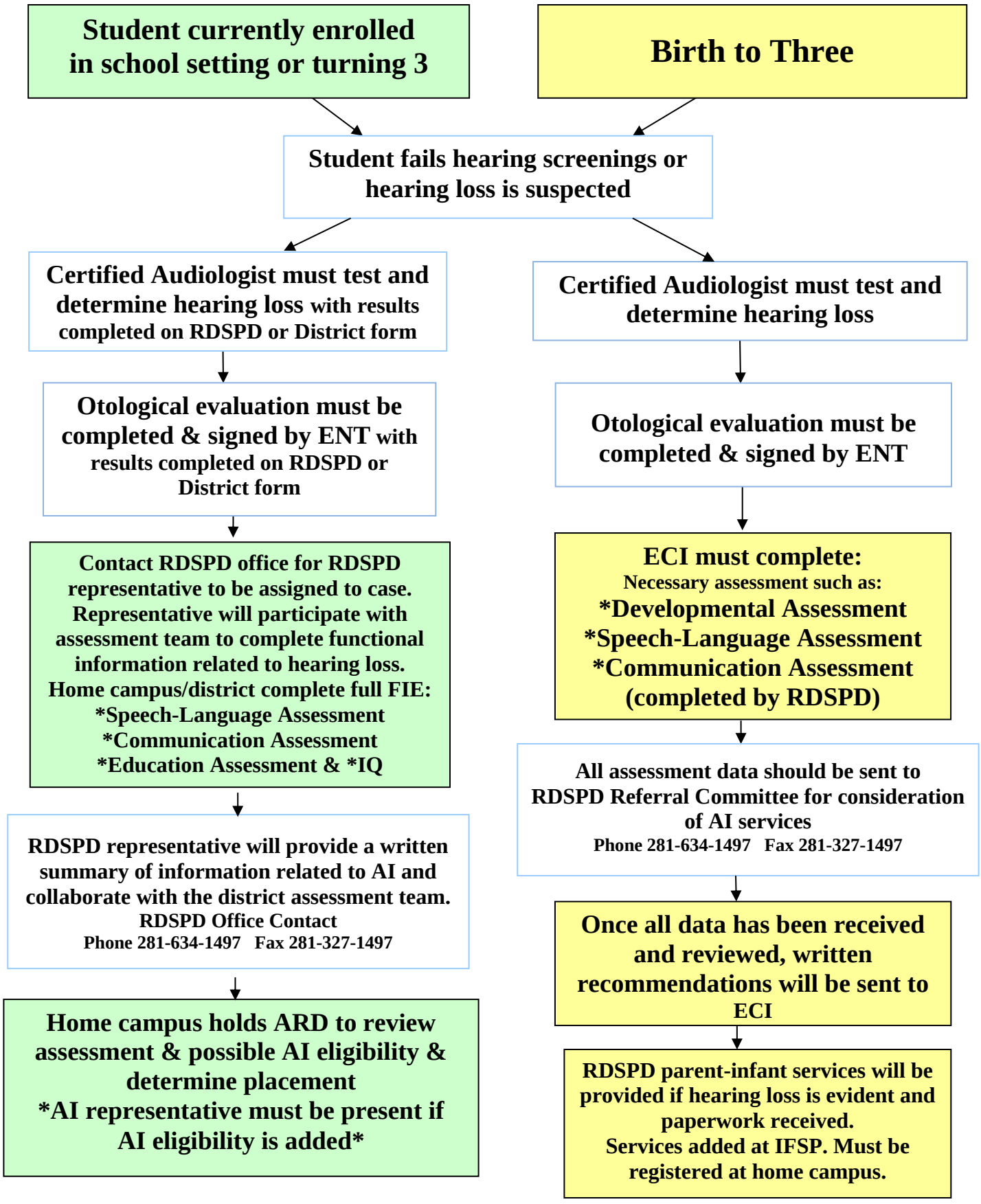
- Email the Program Specialist for Compliance the name of the student, ID number, the name of the form or meeting, and the reason for unlocking.
- Unlocking forms will only occur if the error directly affects compliance (i.e. incorrect meeting date, FIE date missing or incorrect, IEP date incorrect or missing).
- Clerical errors or missing information will need to be corrected through an Amendment ARD or FIE.
- Forms cannot be unlocked after 5 school days or if the parent has already received a copy of the ARD paperwork.
- Forms cannot be unlocked if IEP Progress Reports have already been updated by teachers or related service providers.
- If there is a special circumstance, contact the Program Manager for the appropriate program for the student or the Program Manager for Evaluation for approval.

Appendix-Section 1

INSPIRE • EQUIP • IMAGINE

FBISD
INSPIRE • EQUIP • IMAGINE

Brazoria-Fort Bend Regional Day School Program for the Deaf
***FLOWCHART FOR REFERRAL OF STUDENTS FOR AUDITORY IMPAIRMENT ELIGIBILITY/ECI SERVICES**



AMPLIFICATION MONITORING RECORD

Month & Year: _____

Student Name: _____ **CI/Hearing Aid:** _____

Campus: _____ **ALD:** _____

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

Date	CI/Hearing Aid		ALD	
	Right	Left	Right	Left
	Yes / No	Yes / No	Yes / No	Yes / No

Remember: Daily Ling Sound Checks: ooo/ah/eee/mmm/sss/sh

*Write additional comments on the back of this form.

AMPLIFICATION MONITORING RECORD

Date	Problem/Comment		Date	Problem/Comment

This Amplification Record should be completed daily by:

- **Student (when appropriate)**
- **Special Education Teacher**
- **Regular Education Teacher**
- **Speech Therapist**
- **Nurse, or**
- **Any other designee**

This record will serve as documentation of the student's use of the amplification as indicated on the Individual Education Plan (IEP), Special Education modification page, or by the 504 Committee. Therefore, <u>keeping this documentation is not optional.</u>

At the end of the year, please file this Amplification Monitoring Record in the teacher's folder.

Thank you for your cooperation.

_____

AMPLIFICATION MONITORING RECORD

Student: _____ School Year:

Campus: _____ Grade: ____

Amplification used by the student:

- ❑ **Hearing Aid(s)** **Right Ear** **Left Ear**
  - ❑ **Traditional**
  - ❑ **Digital**
- ❑ **Cochlear Implant:** **Right Ear** **Left Ear**
- ❑ **Assistive Listening Device**
  - ❑ **FM** **Right Ear** **Left Ear**
  - ❑ **Auditory Trainer:** **Right Ear** **Left Ear**
  - ❑ **Toteable** **Right Ear** **Left Ear**
  - ❑ **Other _____** **Right Ear** **Left Ear**

Person responsible for monitoring maintaining this monitoring record:

- ❑ **Classroom Teacher**
- ❑ **School Nurse**
- ❑ **Special Education Teacher**
- ❑ **Speech Pathologist**
- ❑ **Other: _____**

Assistive Technology Consideration Guide-Writing

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individual Educational Plan. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.

Writing **(Check those items that are expected of all students in the classroom)**	**Standard Tools**	**Modifications and Accommodations of Task and Expectations (Check those that apply to the student)**	**Possible Assistive Technology Solutions** (Check AT devices that are currently being used by the student)
☐ Copy letters/words/numbers for skills practice ☐ Write words from memory ☐ Copy print from book or worksheet ☐ Copy notes from board or overhead ☐ Complete written worksheets with single word responses (fill-in-the blank) ☐ Complete written worksheets with phrase or sentence response ☐ Complete written test with multiple choice response (circle/mark answer) ☐ Complete written test and forms with fill-in-the-blank response ☐ Complete written test with matching response ☐ Complete written test with phrase/sentence (short answer) ☐ Complete written test with essay response (multi-paragraph) ☐ Record notes from teacher dictation/lecture with teacher recording notes on board/overhead ☐ Record notes from teacher dictation/lecture without teacher notes ☐ Generate creative/spontaneous writing samples ☐ Copy numbers ☐ Enter number in correct location within calculation problems ☐ Copy math calculation problems with correct alignment ☐ Record dictated math calculation problems with correct alignment ☐ Copy diagrams and graphs create and plot linear and quadratic equations on graph IEP Goals and Objectives related to the area of concern:	• Crayon/Marker • Pencil • Pen • Letter and number strip • Clipboard • Standard classroom computer with word processing software with grammar and spell checker • Instructional software to remediate and enhance specific writing skills Other: Please list:	☐ Increased time for completing assignments ☐ Decreased length of assignment/number of responses ☐ Oral dictation as an alternative to writing ☐ Peer note taker ☐ Format of assignment changed to meet need of student - multiple choice, matching word banks, fill-in-the-blank, short answer ☐ Word banks, sentence starters, and cloze format writing activities for supports ☐ Provide typed outline or typed copy of lecture notes to student prior to delivery for student to use to follow lecture ☐ Student highlights key points on printed copy of notes rather than copying/recording lecture notes ☐ Webbing-concept mapping strategy used ☐ No scantron answer documents ☐ Change in project/report requirements ☐ Taping lectures Other: Please list:	**Level One-No/Low Tech** ☐ Pencil grip or other adapted writing aids ☐ Adapted paper (bold line, raised line, different spacing, secured to desk, paper stabilizers) ☐ Slant board ☐ Personal dry erase board ☐ Non-slip writing surface (e.g. dyceum) ☐ Voice recorder for dictated responses and notetaking ☐ Wingows 7 Accessibility features (text size, color, font) **Level Two-Mid Tech** ☐ Portable word processor (e.g. DANA, AlphaSmart, etc.) ☐ Notetaking device (e.g. Braille, tape recorder, Smart Pen ☐ Computer with word processing software with spell and grammar checks (e.g. Microsoft Word) ☐ Computer with word processing software and outlining/webbing software (e.g. Inspiration or Kidspiration, DraftBuilder, tablet apps-Popplet) ☐ Computer with talking word processing software (e.g. Write OutLoud) ☐ Computer/Tablet with word prediction software (e.g. Co:Writer) ☐ Voice recognition software integrated into Windows 7 operating system **Level 3-High Tech** ☐ Student issued computer with appropriate software applications ☐ Scanner and computer/tablet with form filling software to create electronic worksheets (e.g. Scan Type Pro, Type of PDF, PDF Annotation) ☐ Voice recognition software on student issued computer (Premium edition)

Assistive Technology Consideration Guide-Spelling

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individual Educational Plan. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.

Spelling: **(Check those items that are expected of all students in the classroom)**	**Standard Tools**	**Modifications and Accommodations of Task and Expectations**	**Assistive Technology Solutions** (Check AT devices that are currently being used by the student)
Sample Tasks: ☐ Identify correctly spelled word from printed list ☐ Write spelling words from dictation ☐ Spell words orally ☐ Take a written spelling test ☐ Use spelling words appropriately in a sentence ☐ Locate correctly spelled words in a dictionary ☐ Complete writing tasks with correct spelling ☐ Identify/correct incorrectly spelled words in writing sample IEP Goals and Objectives related to the area of concern:	• Flashcards • Alphabet strip • Print dictionary • Computer with word processing software with built-in spell checker • Instructional software to remediate and enhance basic phonics and spelling skills Other: Please list:	☐ Peer/adult assistance for difficult to spell words ☐ Personal or custom dictionary ☐ Problem word list ☐ Reduce number of spelling words ☐ Increased time for completing assignments Other: Please list:	**Level One-No/Low Tech** ☐ Personal dry erase board for practice ☐ Classroom computer with word processing program with spell check feature (e.g. Microsoft Word) ☐ Electronic/talking spell checker or dictionary (e.g Franklin Spell Checker) **Level Two-Mid Tech** ☐ Portable word processor with built-in spellchecker (e.g. AlphaSmart) **Level 3-High Tech** ☐ Personal computer with talking word processing software containing speaking spell check (e.g. Write OutLoud) ☐ Personal computer with word prediction software, (e.g. Co:Writer)

Assistive Technology Consideration Guide-Reading

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individual Educational Plan. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.

Reading **(Check those items that are expected of all students in the classroom)**	**Standard Tools**	**Modifications and Accommodations of Task and Expectations**	**Assistive Technology Solutions** (Check AT devices that are currently being used by the student)
Sample Tasks: ☐ Identify letters in isolation and in sequence ☐ Recognize/read name ☐ Read basic/primer sight words ☐ Read functional words (community, emergency, grocery, etc.) ☐ Read target/selected words within a sentence ☐ Comprehend age/grade appropriate reading materials ☐ Read print materials from textbooks and supplemental materials with comprehension ☐ Read material from worksheet with comprehension ☐ Read material from board/overhead with comprehension ☐ Read material from computer display with comprehension ☐ Read longer reading samples with comprehension and without fatigue ☐ Answer literal questions regarding materials read ☐ Answer questions regarding main idea of materials read ☐ Answer inferential questions regarding materials read IEP Goals and Objectives related to the area of concern:	• Textbooks • Worksheets • Printed information on board/overhead • Printed test materials • Instructional software to remediate basic reading and/or reading comprehension skills Other-Please list	☐ Peer/adult reading assistance ☐ High interest, low reading level materials ☐ Increased time for completing reading materials ☐ Decreased length of assignment ☐ Simplify complexity of text ☐ Color coding to emphasize key points (highlighting) ☐ Custom vocabulary list ☐ Increase print size of materials through photocopying ☐ Visual support for directions/ instructions Other: Please list:	**Level One-No/Low Tech** ☐ Page fluffers ☐ Adapted text/Manipulative readers ☐ Slant board and book holders for positioning books ☐ Tracking strategies (e.g. reading window, bar magnifier) ☐ Electronic books (District provided On-line textbooks) **Level Two-Mid Tech** ☐ Accessible books and novels provided through Bookshare or Learning Ally (student must meet qualifications for these services) ☐ Campus computer with talking word processing program (e.g. Write OutLoud) ☐ Single word scanner (Reading Pen) **Level 3-High Tech** ☐ Campus or student issued computer with text enlargement software (e.g. ZoomText) ☐ Student issued computer/tablet with text reading app/software (e.g. ReadPlease, built in text to speech features) ☐ Campus or student issued computer with advanced reading aids (e.g. Snap and Read, SOLO) ☐ Solutions for converting text into alternative format (e.g. scanner with OCR software, Braille translation software, Braille printer/embosser, refreshable Braille displays, and tactile graphic production systems, etc.)

Assistive Technology Consideration Guide-Math

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individual Educational Plan. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.

Math **(Check those items that are expected of all students in the classroom)**	**Standard Tools**	**Modifications and Accommodations of Task and Expectations**	**Assistive Technology Solutions** (Check AT devices that are currently being used by the student)
Sample Tasks: ☐ Identify numbers in isolation and sequence ☐ Comprehend basic math concepts ☐ Complete basic calculations (addition, subtraction, multiplication, and division) ☐ Complete complex math calculations ☐ Complete math word problems ☐ Tell time to the hour, half-hour, etc. using an analog and/or digital clock ☐ Calculate passage of time ☐ Identify coins and bills ☐ Demonstrates understanding of coin and bill value ☐ Utilize money to purchase items ☐ Utilize coins and bills to make appropriate change ☐ Maintain and balance a checkbook IEP Goals and Objectives related to the area of concern:	• Manipulatives (beads, etc.) • Abacus • Number line • Math fact sheet (e.g. multiplication facts) • Calculator • Instructional software to remediate and enhance specific math skills Other: Please list:	☐ Change format of assignment (e.g.: write answers only) ☐ Peer/adult reading of problem and recording of answer ☐ Reduce number of problems ☐ Provide additional spacing between problems ☐ Provide additional time to complete tasks ☐ Increase size of print through photocopying ☐ Change complexity of material (e.g. separate problems by operations required) ☐ Teacher/peer support for reading and assistance ☐ Visual support for directions/ instructions Other: Please list:	**Level One-No/Low Tech** ☐ Modified paper (bold line, enlarged, raised line, graph paper, etc.) ☐ Math charts **Level Two-Mid Tech** ☐ Talking calculator with speech output ☐ Calculator with large print display ☐ Calculator with large keypad ☐ Adapted measuring devices (e.g. devices with speech output, large print display, or tactile output) ☐ On-screen calculator on campus computer **Level 3-High Tech** ☐ Student issued computer/tablet with form filling software/app to create electronic worksheets/tests (e.g. Microsoft Word,Type on PDF, Scan Type Pro) ☐ Calculator with embossed output (e.g. Braille N Speak)

Assistive Technology Consideration Guide-Study Organizational Skills

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individual Educational Plan. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.

Study Organizational Skills **(Check those items that are expected of all students in the classroom)**	**Standard Tools**	**Modifications and Accommodations of Task and Expectations**	**Assistive Technology Solutions** (Check AT devices that are currently being used by the student)
Sample Tasks: ☐ Copy assignments from board ☐ Record assignments from teacher dictation ☐ Complete assigned task within designated timelines ☐ Request teacher/peer assistance when needed ☐ Has appropriate materials/supplies for class activities IEP Goals and Objectives related to the area of concern:	• Campus issued planner • On-line resources (homework reminders, Edmodo, etc.) • Classroom timers/reminders Other: Please list:	☐ Assignment sheet provided by peer and/or adult ☐ Outlines of key points ☐ Student schedule or checklist ☐ Positioning student strategically within classroom environment ☐ Student self monitoring sheets ☐ Visual support for directions/ instructions ☐ Hard copies of teacher notes Other: Please list:	**Level One-No/Low Tech** ☐ Individualized print or picture schedule/task list ☐ Organizational aids (e.g. Color coding, appointment book/planner, etc.) ☐ Personal auditory or visual timer ☐ Individualized notetaking guide (student fills in missing information) ☐ Recorded material ☐ Highlight text **Level Two-Mid Tech** ☐ Voice recorder ☐ Speech prompting device ☐ Silent reminder/alerting device **Level 3-High Tech** ☐ Computer based electronic organizer with adapted input and output provided as needed

Assistive Technology Consideration Guide-Listening

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individual Educational Plan. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.

Listening **(Check those items that are expected of all students in the classroom)**	**Standard Tools**	**Modifications and Accommodations of Task and Expectations**	**Assistive Technology Solutions** (Check AT devices that are currently being used by the student)
Sample Tasks: ☐ Follow verbal directions ☐ Listen to stories, books, etc. and answer comprehension questions ☐ Listen to classroom discussion and apply information (answer questions, record notes, etc) ☐ Listen to teacher lecture and and apply information (answer questions, record notes, etc) ☐ Listen to verbally presented information and retell with correct sequencing and facts ☐ Listen to videos to gather information about current instructional topics ☐ Respond to environmental stimuli appropriately (someone knocking on classroom door, bell ringing, fire alarm) IEP Goals and Objectives related to the area of concern:	• Television • Video player • Cassette recorder/player • Headphones for clarity of sound and blocking of extraneous • Overhead projector to provide visual outline during notetaking • Closed captioning access to caption ready television and video presentations Other: Please list:	☐ Preferential seating ☐ Use teacher proximity ☐ Elimination of extraneous noise (air conditioner) ☐ Break directions into smaller steps/segments ☐ Use verbal prompts ☐ Use gestures ☐ Pre-teach vocabulary and/or components of the lesson ☐ Use visual aids (picture symbols, diagrams, maps) to illustrate key points ☐ Provide a written outline of lecture ☐ Use a peer note-taker to record notes in class ☐ Provide print copy of script in electronic media ☐ Provide sign language/oral interpreter ☐ Visual support for directions/ instructions Other: Please list:	**Level Two-Mid Tech** ☐ Record verbally presented information for repeated presentation **Level 3-High Tech** ☐ Classroom sound field system (Requires audiological evaluation) ☐ Voice recorder/Smart Pen with indexing capability ☐ Device for transferring teacher written notes to student computer for viewing and printing and viewing ☐ Personal amplification system (ALD/FM System) (Requires speech/audiological evaluation)

Assistive Technology Consideration Guide-Oral Communication

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individual Educational Plan. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.

Oral Communication **(Check those items that are expected of all students in the classroom)**	**Standard Tools**	**Modifications and Accommodations of Task and Expectations**	**Assistive Technology Solutions** (Check AT devices that are currently being used by the student)
Sample Tasks: ☐ Gain attention of peers/adults within environment ☐ Express basic wants/needs ☐ Request assistance as needed ☐ Provide appropriate greetings ☐ Participate in conversation with peers/teachers ☐ Respond appropriately to teacher/peer questions and/or comments ☐ Provide oral report in class on assigned topic ☐ Inform others of events, topics, etc ☐ Terminate conversation IEP Goals and Objectives related to the area of concern:	• Organizing diagram for presentations Other: Please list:	☐ Interpreter ☐ Verbal prompts ☐ Modeling appropriate skills ☐ Repetition of spoken answers ☐ Additional response time ☐ Provide questions before time ☐ Accepting shortened responses Other: Please list:	**Level One-No/Low Tech** Alternative and Augmentative Communication (AAC) including: ☐ Sign language ☐ object based communication displays, ☐ eye gaze frame ☐ photographs/line drawings ☐ picture exchange system with symbols arranged in a binder with removeable symbols ☐ manual communication boards with a combination of core and fringe vocabulary with 20-75 locations ☐ 1-2 location voice output devices **Level Two-Mid Tech** ☐ static display voice output communication devices with 4-32 locations Number of locations _____ ☐ adaptive input as needed (switch access, stylus, eye gaze, etc) **Level 3-High Tech** ☐ Dynamic Display Voice Output Communication Device on a portable tablet • Name of app _____ • Configuration or Number of locations _____ ☐ Dynamic Display Voice Output Communication Device on a computer-based product • Device name: _____ • Configuration or Number of locations _____ ☐ Speech enhancing devices (e.g. amplifiers, clarifiers)

Assistive Technology Consideration Guide-Other

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individual Educational Plan. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.
The need for these items is typically addressed through our occupational and physical therapy providers.

(Check those items that are expected of all students in the classroom)	**Standard Tools**	**Modifications and Accommodations of Task and Expectations**	**Assistive Technology Solutions** (Check AT devices that are currently being used by the student)
Aids to Daily Living Sample Tasks: ☐ Feed self using appropriate utensils ☐ Drink using appropriate utensils ☐ Prepare simple snack ☐ Prepare basic meal ☐ Dress and/or undress self using appropriate tools ☐ Complete personal hygiene and grooming tasks (brushing teeth, hair, etc.) ☐ Toilet self ☐ Perform simple household chores IEP Goals and Objectives related to the area of concern:	• Eating utensils (ex. spoon, cup, etc.) • Personal hygiene tools (ex: toothbrush, comb, brush, etc.) • Toileting supplies (ex: tissue) • Bathroom rails and adaptive faucet handles • Cleaning materials and appliances Other: Please list:	☐ Verbal prompts ☐ Modeling appropriate skills ☐ Picture cues and prompts ☐ Additional time to complete tasks ☐ Modification of task length and complexity Other: Please list:	**Level Two-Mid Tech** ☐ Adapted eating aids (e.g. grips for standard eating utensils, adapted cups/glasses, etc.) Feeding machines ☐ Adapted dressing aids (e.g. button holers, pulls for zippers, Velcro fasteners, etc.) ☐ Adapted cooking and food preparation aids (e.g. blender attached to power control unit, adapted pouring handles, etc.) See other sections of this document for leisure, vocational, mobility, and learning aids.) ☐ Adapted household cleaning tools and appliances
Recreation and Leisure: Sample Tasks: ☐ Participate in play activities ☐ Participate in leisure activities (ex: look at/read book or magazine, listen to music, etc.) appropriately ☐ Manipulate and/or operate toys, tools, and/or electronic appliances required for participation in leisure activities appropriately IEP Goals and Objectives related to the area of concern:	• Puzzles • Games • Toys • Music (e.g. tape player, CD-ROM, etc.) Other: Please list:	☐ Verbal prompts ☐ Adult peer assistance ☐ Modeling appropriate skills ☐ Cooperative participation with ☐ Game modification Other: Please list:	**Level One-No/Low Tech** ☐ Knobs for puzzles ☐ Adapted crayon holders ☐ Adapted books ☐ Adapted music with symbols ☐ Raised line coloring sheets **Level Two-Mid Tech** ☐ Spinners for games ☐ Switch accessible toys (commercially available or switch accessible through switch interface) ☐ Environmental control devices ☐ Power control units and battery adapter devices ☐ Adaptive sports equipment **Level 3-High Tech** ☐ Computers with adaptive input devices as needed and appropriate software to address leisure skills

Assistive Technology Consideration Guide-Other

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individual Educational Plan. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.

The need for these items is typically addressed through our occupational and physical therapy providers.

(Check those items that are expected of all students in the classroom)	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions (Check AT devices that are currently being used by the student)
Pre-vocational and Vocational: Sample Tasks: ☐ Complete assigned tasks (ex: filing, sorting, assembly, etc.) within designated timelines ☐ Utilize tools, manipulatives, and/or equipment to complete tasks ☐ Complete single and multiple step tasks IEP Goals and Objectives related to the area of concern:	• Sorting and assembling materials • Office equipment • Computer with standard office applications • Timers and watches Other: Please list:	☐ Verbal prompts ☐ Picture and word cues ☐ Modeling appropriate skills ☐ Cooperative participation with peers and adults ☐ Student self-monitoring sheets ☐ Modification of task length and complexity Other: Please list:	**Level One-No/Low Tech** ☐ Individualized task and material modifications to meet student needs ☐ Vibrating and talking watches and timers **Level 3-High Tech** ☐ Computer with adaptive input devices as needed and appropriate software to address pre-vocational or vocational needs ☐ Auditory prompting with and without visual display
Seating, Positioning, and Mobility: Sample Tasks: ☐ Move about/ambulate about the classroom, school, and/or community ☐ Manipulate educational materials as required in assigned activities ☐ Maintain appropriate seating/ position for participation in relevant activities IEP Goals and Objectives related to the area of concern:	• Classroom chairs, desks and tables Other: Please list:	☐ Limit mobility requirements through careful scheduling of daily activities (order, location, etc.) ☐ Peer and adult assistance ☐ Modification of requirements based upon student's daily energy level and the task to be completed Other: Please list:	Based on Physical Therapist Recommendations ☐ Adaptive classroom equipment (e.g. prone and supine standers, side lyers, adapted chairs with seating modifications and support, etc.) ☐ Adapted tables and desks ☐ Walkers ☐ Crutches/canes ☐ Laptrays and equipment mounts

ASSISTIVE TECHNOLOGY CONSIDERATION PROCESS

Steps in the Consideration Process	Discussion
1. The student's instructional/IEP goals and classroom expectations identified by the student's teachers drive the consideration process. • Are there educational tasks that you expect the student to complete that he/she is not able to do because of his/her disability?	☐ No, the student is making progress on the required tasks with the instructional supports that are in place, assistive technology is not required. The consideration process is complete. Stop here. ☐ Yes, the student is not making progress or is making minimal progress with the supports that are currently in place. Proceed to the next step. ☐ The use of assistive technology may increase the student's level of independence or allow him/her to participate more fully. Proceed to the next step.
2. Based on the response, select the area/s in which the student is not able to meet the expectations outlined in the IEP.	☐ Oral Communication/Language ☐ Writing/Written Composition ☐ Spelling ☐ Reading ☐ Study/Organizational Skills ☐ Math ☐ Other: List-
3. Complete an *Assistive Technology Consideration Process Guide (ATCPG)* for the targeted areas checked in the previous section.	Available in the Appendix section of the handbook and in the Assistive Technology section on the Special Education SharePoint Site.
• Column A-Required Tasks: Check the items that are expected of all students in the environment, and then select the areas where the student is having difficulty. List the student's IEP goals/objectives related to the area of concern at the bottom of the column.	Identify the classroom tasks the student is expected to do that are difficult? Identify IEP goals/objectives in which the student is making minimal or no progress. Identify tasks that the student is NOT being asked to attempt in which assistive technology may be helpful?
• Column B-Standard Classroom Tools: Check the standard classroom tools that are available to all students in the classroom and list any additional tools	Is the student able to complete the required tasks with the standard tools available in the classroom? ☐ Yes, assistive technology is not required. The consideration process is complete for this target area. Stop here. ☐ No, continue to column 3.
• Column C-Accommodations/Modifications: Check the modifications/accommodations that are in place for the student to address the	Is the student able to complete the required tasks with the modifications/ accommodations that are currently in place?

area(s) of need and list additional ones identified in the IEP.)	☐ Yes, assistive technology is not required. The consideration process is complete for this target area. Stop here. ☐ No, continue to the Assistive Technology Solutions Form. OR Could the use of assistive technology allow the student to be more independent or reduce the need for accommodations/modifications? ☐ Yes, continue to the Assistive Technology Solutions Form ☐ No, assistive technology is not required. The consideration process is complete for this target area. Stop here.
Column D:	Available in the Appendix section of the handbook and in the Assistive Technology section on the Special Education SharePoint Site.
• Is the student currently utilizing any Assistive Technology tools or devices to address the area/s of concern?	If yes, What AT tools is the student currently using? Describe the student's current abilities related to the use of the AT. What needs are not being met with the current AT that is in place? Determine possible solutions to the barriers associated with the current AT. If the current tools are no longer meeting the student's needs, continue to the next step.
• Are there low-tech (level 1) tools that have not been considered or tried that may result in progress?	If yes, complete trials with identified tools. Stop here. • If successful, add the tools to the AT Supplement and check "yes" on the AT indicator in the PLAAFP section of the ARD. Add the tools to the accommodations/modifications and/or IEP goals. If low-tech tools are not appropriate for the student, proceed to the next step.
• Are there mid-tech (level 2) tools that should be considered or tried that may result in progress?	If yes, complete an AT trials or AT staffing request. Stop here. • The campus should request AT Trials when the instructional staff is familiar with the tools and can implement their use without further training. • The campus should request an AT Staffing when the instructional staff is not familiar with the tools and will need additional training or information on the use and implementation of the tools. If successful, add the tools to the AT Supplement and check "yes" on the AT indicator in the PLAAFP section of the ARD. Add the tools to the accommodations/modifications and/or IEP goals.

• Does the student require high-tech (level 3) tools in order to make progress?	Were low tech and mid tech tools considered or used prior to making a formal request for an AT evaluation? • ☐ Yes, it was determined that these options are not appropriate for the student because • ☐ No, these options were not considered or tried because
5. A formal Assistive Technology Evaluation can be requested as a part of a Full and Individual Evaluation or by the ARD committee **after** the instructional team has completed the AT Consideration Process.	The following forms are required when requesting an AT evaluation: • Parent consent (uploaded into Success Ed) • Assistive Technology Consideration Process Form (this form) • Assistive Technology Consideration Guides (ATCG) for each of the areas of concern checked above • Assistive Technology Parent Questionnaire Send the documents to the Program Specialist for Assistive Technology at MR Wood.

Assistive Technology Parent Questionnaire

DEMOGRAPHIC INFORMATION

Student		Campus	
Grade		Age	
Name of person completing form		Relationship to student	
Parent Email		Parent Phone	

CONSIDERING THE NEED FOR ASSISTIVE TECHNOLOGY

Decisions regarding the need for assistive technology devices and services are made based on the student's ability to access the curriculum as well as the student's IEP goals and objectives. The ARD committee determines the student's curricular and instructional tasks and then considers whether assistive technology devices and/or services are required for the student to accomplish those tasks. When considering the need for assistive technology, the evaluator gathers information about the student's present level of academic achievement and functional performance as well as the expectations for the student within the instructional environments. AT tools that may increase the student's ability to participate in activities and work more independently may be explored.

ROUTINE ACTIVITIES

Please check any routine activities your child participate in outside of the school setting. If checked, may we contact the provider for additional information? If yes, we will send home a release of information form for you to fill out.

☐ Private Physical Therapy

May we contact provider?

Select One

☐ Private Occupational Therapy

May we contact provider?

Select One

☐ Private Speech Therapy

May we contact provider?

Select One

☐ Other Therapies

May we contact provider?

Select One

Are there other activities your child routinely participates in outside of school? (sports, church activities, scouting, social activities, etc.)

What items or activities does your student like?

PARENT INPUT

Based on the instructional program outlined in your student's IEP, what does the student need to be able to do that he/she is having difficulty with at the present time in which AT supports may be an option? What are your concerns?	
What are the barriers/specific needs related to the area of concern?	
What are your student's current abilities/strengths related to the area of concern?	
What are your short term and long term goals for your student?	
Please add any additional information about your student that might assist the evaluation team during this assistive technology evaluation (i.e behavioral support strategies used at home, pertinent family information, etc.)	

Assistive Technology Resource Guide

This is a companion document to the Assistive Technology Consideration Process Guide to assist IEP teams by providing examples of each area within the AT Consideration Process Guide. Each column contains general examples for each area but is not considered all inclusive. Remember that others who are not familiar with the student may refer to this document to provide supports.

Assistive Technology Services – applies to all instructional and/or access areas.

- Activities that help teams select, acquire and/or provide technical assistance in the use of assistive technology devices
  - Assistive Technology Evaluation of the student
  - Acquisition of AT - purchasing or leasing
  - Selecting, designing, fitting, customizing, adapting, applying, maintaining, replacing, and/or repairing AT devices
  - Coordinating and using other therapies, interventions or services with AT devices
  - Training or technical assistance for student or student's family
  - Training or technical assistance for professionals, employees or others who are involved with the student

Useful Notes for Using this Resource Guide

Column A: Relates to basic instructional tasks that support the curriculum. IEP goals and objectives that do not fall into these tasks should also be considered.

Column B: Standard classroom materials available for student use (listed in alphabetical order)

Column C: Accommodations, modifications and/or strategies (listed in alphabetical order)

Column D: Potential Assistive Technology solutions (corresponds to Columns D and E on the Consideration Process Guide)

A. Area and Sample Instructional Tasks	B. Standard Classroom Materials	C. Accommodations/Modifications/ Strategies	D. Assistive Technology Solutions

Writing/Written Composition:
• Draw/illustrate
• Write name
• Copy information
• Write letters/words/numbers
• Align numbers and text
• Write from dictation
• Writes legibly
• Complete written worksheets and/or tests
• Outline/organize thoughts
• Write sentences, paragraphs or narratives
• Take notes
• Graph
	• Computer/tablet/word processor
	• Crayon/Marker
	• Dictionary, grammar and/or spell checker
	• Document camera
	• Interactive whiteboard
	• Letter and number strip
	• Paper/writing surface
	• Pen
	• Pencil
		• Change format or substitute alternatives for written assignments
		• Decrease assignment length
		• Decrease number of responses
		• Increase print size
		• Increase time
		• Optimal student seating
		  • appropriate lighting (not facing glare or in shadows)
		  • away from extraneous noises
		  • close proximity to the teacher (distance)
		• individualized visual
			Level 1: No/Low-Tech
			• Pencil grip or other alternative writing aids
			• Adapted paper
			  o bold line
			  o raised line
			  o different spacing
			  o colored
			  o graph
			• Positioning Aids (slant board/clip board)
			• Non-slip material
			• Personal dry erase board
			• Timers

Assistive Technology Resource Guide

A. Area and Sample Instructional Tasks	B. Standard Classroom Materials	C. Accommodations/Modifications/ Strategies	D. Assistive Technology Solutions
• Use appropriate spelling, grammar, punctuation, and/or capitalization • Use digital tools to produce and publish writing • Writes within time frames		proximity to educational environment/materials • Oral dictation • Peer note taker • Picture symbols to supplement written words • Pre-teach content specific vocabulary • Provide outline or copy of lecture notes • Use outline and/or webbing strategies • Word banks, sentence starters, and cloze format writing activities for supports	Level 2: Mid-Tech Solutions • Classroom/Campus computer, tablet, software or app with built-in accessibility features o spell and grammar checker o outlining/ graphic organizers o word prediction software • word processor o text-and-picture-based o text-to-speech (talking) o speech recognition o portable • online dictionaries • digital recorders/recording software • onscreen keyboard • screen enlargement Level 3-High Tech Solutions • Smartpen • Electronically scanned worksheets • Advanced software on district-provided student laptop or tablet device that includes: o Optical Character Recognition o text-to-speech with highlighting o study tools o dictionary o word prediction • Braille writer • Braille note taker with refreshable display • Alternate access/accessibility features o adapted pointers o alternative mice o keyguards o alternative keyboards o switch access o screen readers o speech recognition o magnifiers

Assistive Technology Resource Guide

A. Area and Sample Instructional Tasks	B. Standard Classroom Materials	C. Accommodations/Modifications/ Strategies	D. Assistive Technology Solutions
Spelling: • Identify correctly spelled word • Write spelling words from dictation • Spell words orally • Use correct homonyms • Look up words • Complete writing tasks with correct spelling	• Alphabet strip • Computer/tablet/word processor • Dictionary, grammar and/or spell checker • Document camera • Flashcards • Interactive whiteboard	• Peer/adult assistance • Personal dictionary • Preview of vocabulary • Use synonyms • Word wall/list	Level 1: No/Low-Tech • Phonics phone Level 2: Mid-Tech • Portable spell checker with or without auditory output • Classroom or Campus Device, software or app o spell and grammar checker o word prediction o word processor • picture-based • text-to-speech • speech recognition • online dictionaries Level 3: High-Tech • Advanced software on district-provided student laptop or tablet device that includes: o Optical Character Recognition o text-to-speech with highlighting o study tools o dictionary o word prediction

Assistive Technology Resource Guide

A. Area and Sample Instructional Tasks	B. Standard Classroom Materials	C. Accommodations/Modifications/ Strategies	D. Assistive Technology Solutions
Reading • Positioning reading material • Identify letters/numbers • Recognize/read name • Decodes words • Read common high-frequency words by sight • Read words, sentences and/or longer passages • Comprehend age/grade appropriate reading materials • Literal meaning • Inferential meaning • Main idea • Summarize key points • Retell stories with key details in correct sequence • Reads with fluency	• Computer/tablet/word processor • Document camera • Electronic texts • Interactive whiteboard • Projected information • Supplemental texts • Tests • Textbooks • Whiteboard Worksheets	• Change complexity of material • Custom vocabulary list • Decrease assignment length • High interest, low reading level materials • Highlight to emphasize key points • Increase print size • Increase time • Optimal student seating o appropriate lighting (not facing glare or in shadows) o away from extraneous noises o close proximity to the teacher (distance) o individualized visual proximity to educational environment/materials • Peer/adult assistance • Pre-teach new vocabulary • Provide key points/details ahead of time • Provide picture symbols to supplement printed words • Provide questions ahead of time Provide two sets of textbooks • Read text aloud • Supplement print with audio	Level 1: No/Low-Tech • Page fluffers • Positioning Aids (slant board/book holders for positioning books) • Colored paper, overlay filters or lens • Tracking aids • Adapted books Level 2: Mid-Tech • Portable dictionary with speech output • Handheld reading devices • Specialized format books o large print o audio o electronic (eBook) o braille • Classroom or Campus Device, software or app o variable color text/background combinations • word processor Level 3: High-Tech o eBook Readers o document scanner o Advanced software on district-provided student laptop or tablet device that includes: o Optical Character Recognition o text-to-speech with highlighting o study tools o dictionary o word prediction o Braille note taker with refreshable display o Alternate access/accessibility features o adapted pointers o alternative mice o keyguards o switch access o magnifiers

Assistive Technology Resource Guide

A. Area and Sample Instructional Tasks	B. Standard Classroom Materials	C. Accommodations/Modifications/ Strategies	D. Assistive Technology Solutions
Math: • Identify numbers • Use number concepts • Complete basic calculations • Complete complex calculations • Complete math word problems • Use time concepts • Use money concepts • Use measurement concepts • Use geometric concepts • Use fractions and decimals • Use and interpret data Explain knowledge of mathematical process	• Calculator • Computer/tablet/word processor • Document camera • Formula sheet • Graph paper • Interactive whiteboard • Manipulatives • Math chart • Math drawing tools • Math fact sheet • Number line	• Change assignment format • Change complexity of material • Color-code operation symbols and/or text • Decrease assignment length • Dictionary of math terms • Group similar problems together • Have students verbalize the process • Increase print size • Increased time • Peer/adult assistance • Provide additional spacing between problems • Re-phrase vocabulary in word problems • Turn lined paper vertically for ready-made columns	Level 1: No/Low-Tech • Adapted paper • Tactile graphics • Calculator Level 2: Mid-Tech • Alternative calculators o talking o on-screen o braille o money • Talking watch/clock Level 3: High-Tech • Advanced software on district-provided student laptop or tablet device that includes: o equation editors o math translator o document scanner o electronic math worksheets • graphing • color identifier • money identifier • Adapted measuring devices o measuring cups o talking tape measures o rulers o compasses or protractors o thermometers

Assistive Technology Resource Guide

A. Area and Sample Instructional Tasks	B. Standard Classroom Materials	C. Accommodations/Modifications/ Strategies	D. Assistive Technology Solutions

Study/Organizational Aids
• Maintain dedicated study time
• Maintain 'to do' list
• Follow organizational system
• Keep track of assignments
• Follow steps to complete assignments
• Complete assigned task within designated timelines
• Request teacher/peer assistance when needed
• Have appropriate materials/ supplies
• Identify important points
• Compile and organize information from various sources
	• Agendas
	• Calendars
	• Classroom reminders
	• Computer/tablet/word processor
	• Document camera
	• Interactive whiteboard
	• Notebooks
	• Parent/student portals
	• Rubrics
	• Social learning networks
	• Study guides
	• Syllabuses
	• Provide electronic storage file system (Microsoft 365)
	• Schoology
		• Additional spacing between desks
		• Assignment sheet
		• Color coding
		• Daily planner book
		• Dedicated study time
		• Highlighters/sticky notes
		• Optimal student seating
		  o appropriate lighting (not facing glare or in shadows)
		  o away from extraneous noises
		  o close proximity to the teacher (distance)
		  o individualized visual proximity to educational environment/materials
		• Outline of key points
		• Peer/adult assistance
		• Provide extra supplies of classroom materials
		• Provide long-term assignment timelines
		• Provide oral and printed directions
		• Provide print copies of ordered steps in a task
		• Sensory supports
		• Show a model of the end product
		• Student checklist
		• Study carrel
			Level 1: No/Low-Tech
			• Timers
			• Binder/Folder System with tabs and color-coding
			Level 2: Mid-Tech
			• Digital recorder
			• Classroom/Campus Device, software or app
			  o auditory reminders
			  o speech prompting
			  o daily planners
			  o outlining/graphic organizers
			Level 3: High-Tech
			• Advanced software on district-provided student laptop or tablet device that includes:
			  o Optical Character Recognition
			  o text-to-speech with highlighting
			  o study tools
			  o dictionary
			  o word prediction
			• braille note taker with refreshable display
			• Specialized tote for students with visual impairments

Assistive Technology Resource Guide

A. Area and Sample Instructional Tasks	B. Standard Classroom Materials	C. Accommodations/Modifications/ Strategies	D. Assistive Technology Solutions
Oral Communication/Language • Gain attention of peers/adults within environment • Express wants/needs • Request assistance as needed • Provide appropriate greetings • Inform others • Request clarification • Participate in collaborative conversations • Terminate conversation • Ask and answer questions • Retell stories • Describe • Define • Sequence • Explain • Summarize • Compare and contrast • Persuade • Give oral presentations	• Books • Computer/tablet/word processor • Document camera Interactive Whiteboard • Manipulatives • Non-verbal communication (gestures and body language) • Verbal communication • Writing materials	• Accept alternative responses (i.e. shortened, single word, less grammatically correct) • Accept descriptive responses • Additional response time • Interpreter • Provide questions ahead of time • Repetition of spoken answers • Teacher modeling • Verbal prompts • Video modeling • Visual supports	Level 1: No/Low-Tech • Communication representation (objects, pictures, symbols, tactile, letters, words) • Object-based calendar box • Augmentative & Alternative Communication (AAC) solutions o sign language / gestures o communication books/boards/wallets/vests o Picture Exchange Systems o core vocabulary boards with up to 75 locations and a flip section for fringe vocabulary. • Aided Language Stimulation/Model use of AAC system • Engineering the environment • Use 'Total Communication' • Basic Voice Output Communication Aids o Single message device o Sequenced messaging o 2 Location devices Level 2: Mid-Tech • Voice Output Communication Aids o multi-level o static display o 4-32 locations • Campus/Classroom computer/tablet app-based Level 3: High-Tech • Speech amplification systems • Voice Output Communication Aids o digitized / synthesized speech o dynamic display o computer/tablet app-based • Device, Software or App o computer o tablet

Assistive Technology Student Information Form

☐ AT Staffing (will be scheduled within 30 school days from receipt of form)
☐ AT Evaluation Due Date _____ Date consent received _____

Student's Name _____ Date of Birth_____Age_____ Date_____
School _____Grade _____Program _____
Teacher/Case Manager _____
Parent(s) Name_____Email _____

Eligibility (Check all that apply.)

☐ Speech/Language ☐ Autism ☐ Emotional/Behavioral Disability
☐ Intellectual Disability ☐ Other Health Impairment ☐ Hearing Impairment (AI)
☐ Traumatic Brain Injury ☐ Vision Impairment (VI)
☐ Orthopedic Impairment – Describe _____
☐ Specific Learning Disability-Area(s)_____

Current Service Providers

Service	Provider Name	Days on Campus
☐ Speech Therapy	_____	_____
☐ Adapted PE	_____	_____
☐ Occupational Therapy	_____	_____
☐ Physical Therapy	_____	_____
☐ Music Therapy	_____	_____
☐ Psychological Services	_____	_____

Medical Considerations (Check all that apply)

☐ History of seizures ☐ Fatigues easily ☐ Degenerative condition
☐ Multiple health problems ☐ Frequent pain ☐ Digestive problems

Currently taking medications for

_____

Other- Describe briefly

_____

Assistive Technology Currently Tried or Used (Check all that apply)

☐ None
☐ Object/Picture Communication
☐ Core Vocabulary Boards
☐ Voice Output Communication Devices (Name(s) of device(s) and number of locations used

_____

☐ High Tech Communication Device (iPad, DynaVox, Accent) Device/App used _____
☐ Low Tech Writing Aids (pencil grip, spacers, adapted paper, bold lines, etc)

☐ Portable Word Processor/Computer
☐ Word Prediction Software
☐ Voice Recognition Software/App
☐ Environmental Control Unit (Power Link, Switch adapted toys)
☐ Assisted Listening Device/Sound Field System

Has the student had a previous AT Evaluation? ☐ Yes ☐ No If yes, when? _____
Have the recommendations been implemented? ☐ Yes ☐ No
If yes, describe the student's current abilities related to the use of the AT.

_____

If no, provide explanation

_____

Referral Questions

1. What task(s) does the student need to do that is currently difficult or impossible, and for which assistive technology may be an option?

   _____

2. What standard classroom tools are available in the environment to address the area(s) of need?

   _____

3. What modifications/accommodations are in place for the student to address the area(s) of need?

   _____

4. Are the current supports that are in place successful?

   _____

Based on the referral questions, select the areas where the student is having concerns for which assistive technology may be an option (check all that apply)

☐ Communication	☐ Computer Access	☐ Motor Aspects of Writing
☐ Reading	☐ Organization	☐ Written Composition

The following concerns are typically addressed by related service providers. If a student is having concerns in one of the following areas, contact the appropriate service provider for your campus to get further information.

- ✓ Seating, Positioning, Mobility (Physical Therapist or Occupational Therapist)
- ✓ Sensory Integration (Occupational Therapist)
- ✓ Vision (VI teacher or Orientation/Mobility)
- ✓ Hearing (AI teacher)
- ✓ Adapted equipment for PE (Adapted PE Teacher)

Based on the information provided, additional forms will be sent to the appropriate staff members and service providers.

FORT BEND INDEPENDENT SCHOOL DISTRICT
REFERRAL FOR FULL AND INDIVIDUAL EVALUATION

Student's Name: Date of RtI Pre- referral meeting:
ID Number:
Grade:
Date of Birth:
School:

Referring Committee: ☐ **RtI Pre-referral** ☐ **§504** ☐ **Parent Request**

Information Considered by Committee: All the following are required components of the referral:

☐ Home Language Survey
☐ Health Information Form (SNAP)
☐ Physician/Psychologist Evaluation (if parent provides to the school)

Attached medical information, if appropriate: ☐ Please describe and indicate source and date :

***Areas of Suspected Disability:**
Academic: ___phonics ___fluency ___ comprehension ___math computation
___ math problem solving ___writing

Speech/Language: ___rec. language ___exp. language ___articulation ___stuttering ___pragmatics

Behavior: ___aggression ___attention ___social skills ___anxiety ___depression ___daily living skills ___self-injurious behavior ___self stimulatory behaviors __elopement from area

Comments:

Signatures (Please print the name under the signature line):

Administrator –	Parent –
Parent –	LSSP –
Diagnostician -	Speech Pathologist -
Teacher -	Other -
Counselor –	Compliance Coordinator –

***Paperwork must be submitted to Audit within 5 school days of the referral meeting.**

*(Signatures are required from all assessment personnel from whom assessments are requested.)

Appendix-Section 2

INSPIRE • EQUIP • IMAGINE

FBISD
INSPIRE • EQUIP • IMAGINE

Appendix-Section 3

INSPIRE • EQUIP • IMAGINE

FBISD
INSPIRE • EQUIP • IMAGINE

Department of Special Education
Fort Bend Independent School District

IN-HOME TRAINER NOTE

Student's Full Name:_____ Date:_____

Service Scheduled to be Provided: _____ Scheduled Duration: _____

Session _____ of _____ Remain: _____

Our in-home training time was scheduled for _____ at _____.

I arrived at _____ and waited until _____.

Please call _____ to confirm your next in-home training session. As this was a scheduled appointment, this time will not be made up.

Thank you,

_____
In-Home Trainer Signature

_____
In-Home Printed Name

Department of Special Education
Fort Bend Independent School District

In-Home/Community Based/Parent Training Session Summary

Student's Full Name:_____ Date:_____

Type of Service Provided: _____ Location of Service:_____

Duration of Session: _____ Session Attended by:_____

Session _____ of _____ Remain: _____
Current minutes/sessions Total remaining minutes/sessions (minutes or sessions) total-current=Remain

Objective(s) addressed:_____

Lesson Procedure/Activities:_____

Outcome of Session:_____

Recommendations: _____

_____ _____
Parent/Guardian Trainer

_____
Interpreter (if needed)

Appendix-Section 4

INSPIRE • EQUIP • IMAGINE

FBISD
INSPIRE • EQUIP • IMAGINE

Campus Plan for

Assistive Listening Device (ALD)/Hearing Assistive Technology (HAT)

Student: _____ Date of Plan: _____

School Year: _____ Campus: _____

☐ Itinerant
☐ Consult
☐ Monitor
☐ 504

I. ALD/HAT worn by student:

☐ loop ☐ desktop speaker system/toteable ☐ boot ☐ direct input ☐ _____

ALD/HAT System Provided by: _____

II. Person on campus who has been trained and is responsible for:

[Please include a primary (1) and secondary (2) staff member in case primary staff member is not on campus.]

Who will obtain the ALD at the beginning of the school day?	**Who will daily troubleshoot & check use of ALD to ensure device is working?**	**Who will daily complete the AMR*?**	**Who will store and charge the ALD at the end of the school day?**
☐ Student	☐ Student	☐ Student	☐ Student
☐ Regular ed. teacher	☐ Regular ed. teacher	☐ Regular ed. teacher	☐ Regular ed. teacher
☐ Special ed. teacher	☐ Special ed. teacher	☐ Special ed. teacher	☐ Special ed. teacher
☐ SLP	☐ SLP	☐ SLP	☐ SLP
☐ Campus nurse	☐ Campus nurse	☐ Campus nurse	☐ Campus nurse
☐ _____	☐ _____	☐ _____	☐ _____

*The Amplification Monitoring Record (AMR) is used daily to document student use of listening device(s).

III. If applicable, who is responsible for changing the program when using ALD?

☐ Student ☐ NA
☐ Regular ed. teacher
☐ Special ed. teacher
☐ SLP
☐ Campus nurse
☐ _____

IV. In what setting is the ALD required, as determined by the ARD committee?

☐ During all large group, academic instruction
☐ During small group instruction
☐ During individual instruction
☐ As requested by student
☐ When communication difficulties occur
☐ _____

V. Where will the ALD be stored when not in use?

☐ First classroom of the day ☐ NA
☐ Last classroom of the day
☐ Special ed. classroom/office
☐ Speech office
☐ Campus nurse's office
☐ _____

VI. If the ALD is not working and campus troubleshooting is unsuccessful:

Who will be contacted?

_____
_____
_____

What accommodations will be provided?

☐ pictures/visuals
☐ face student when speaking
☐ gestures
☐ written information
☐ copies of notes/outline
☐ _____

**Always document on AMR* when the ALD is not working properly.

By signing my name below, I acknowledge that I received the information checked above for this student, and I understand my responsibility for carrying out these supports within the school environment.

Signature: _____ Date: _____ Position: _____

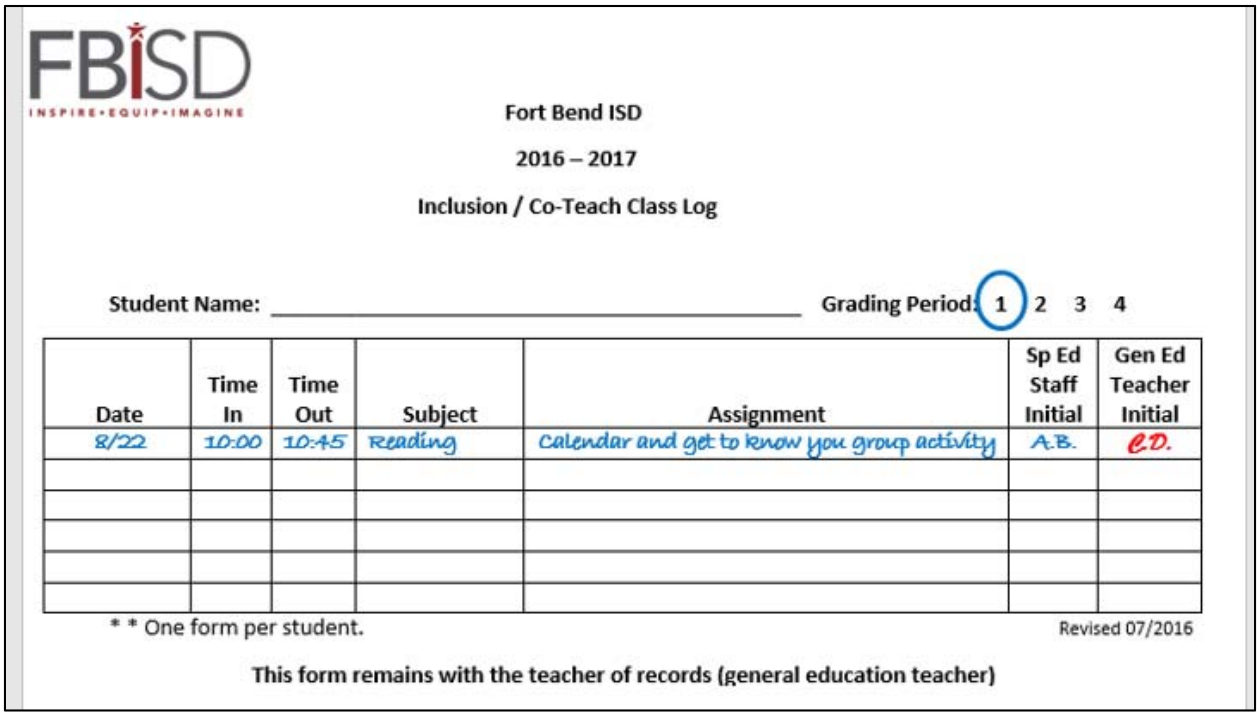
Signature: _____ Date: _____ Position: _____

Signature: _____ Date: _____ Position: _____

Instruction for In-Class Support/Co-Teach Log

Please see the Appendix for a copy of the In-Class Support/Co-Teach Log to document for students on your campus.

As a district, Fort Bend ISD has created a specific form for documenting services that are part of a student's individualized program. The Fort Bend ISD Special Education handbook identifies the district's process for completing the form in Section 4 of the handbook.



FBISD
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Fort Bend ISD

2016 – 2017

Inclusion / Co-Teach Class Log

Student Name: _____ **Grading Period:** (1) 2 3 4

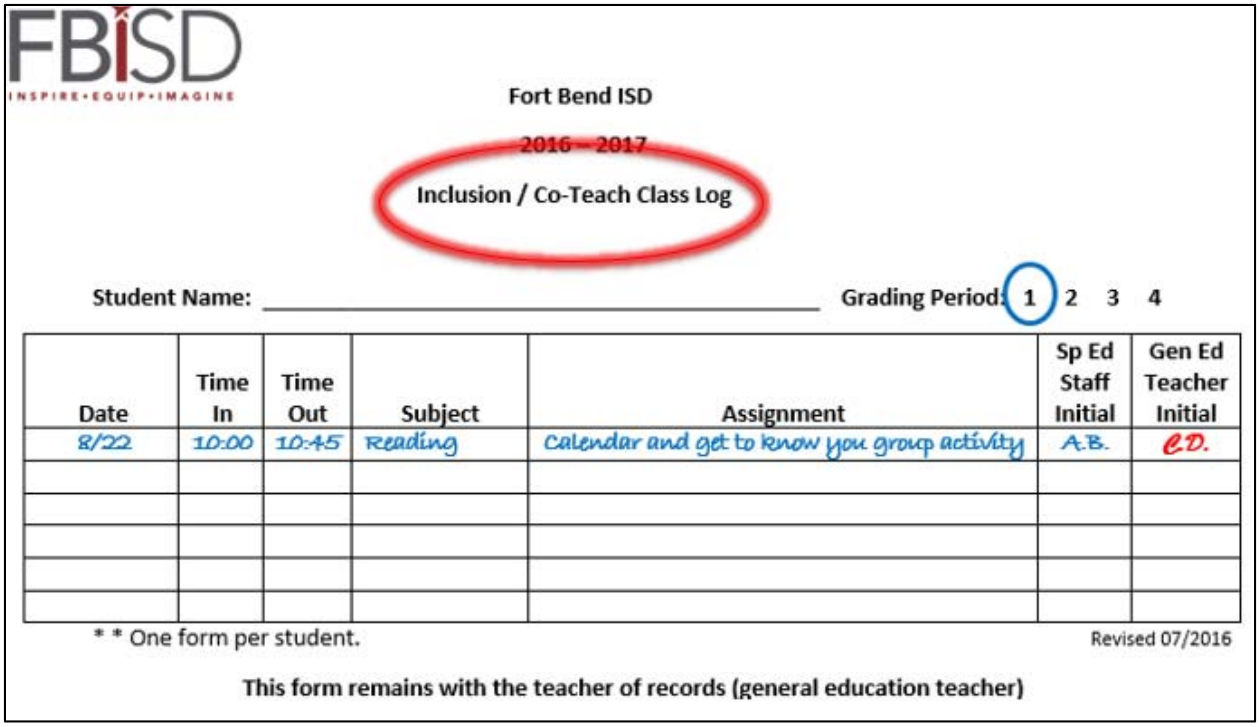
Date	Time In	Time Out	Subject	Assignment	Sp Ed Staff Initial	Gen Ed Teacher Initial
8/22	10:00	10:45	Reading	Calendar and get to know you group activity	A.B.	C.D.

* * One form per student.

Revised 07/2016

This form remains with the teacher of records (general education teacher)

This is a copy of the In-Class Support/Co-Teach Log which is found on Fort Share and Share Point for easy access. This log is used to document the support for students who receive special education services in their general education classroom. Support will be documented **<u>on the day</u>** it was given to the students receiving special education services. Logs are located in one binder with in the classroom for easy access.



Fort Bend ISD

2016 – 2017

Inclusion / Co-Teach Class Log

Student Name: _____ Grading Period: 1 2 3 4

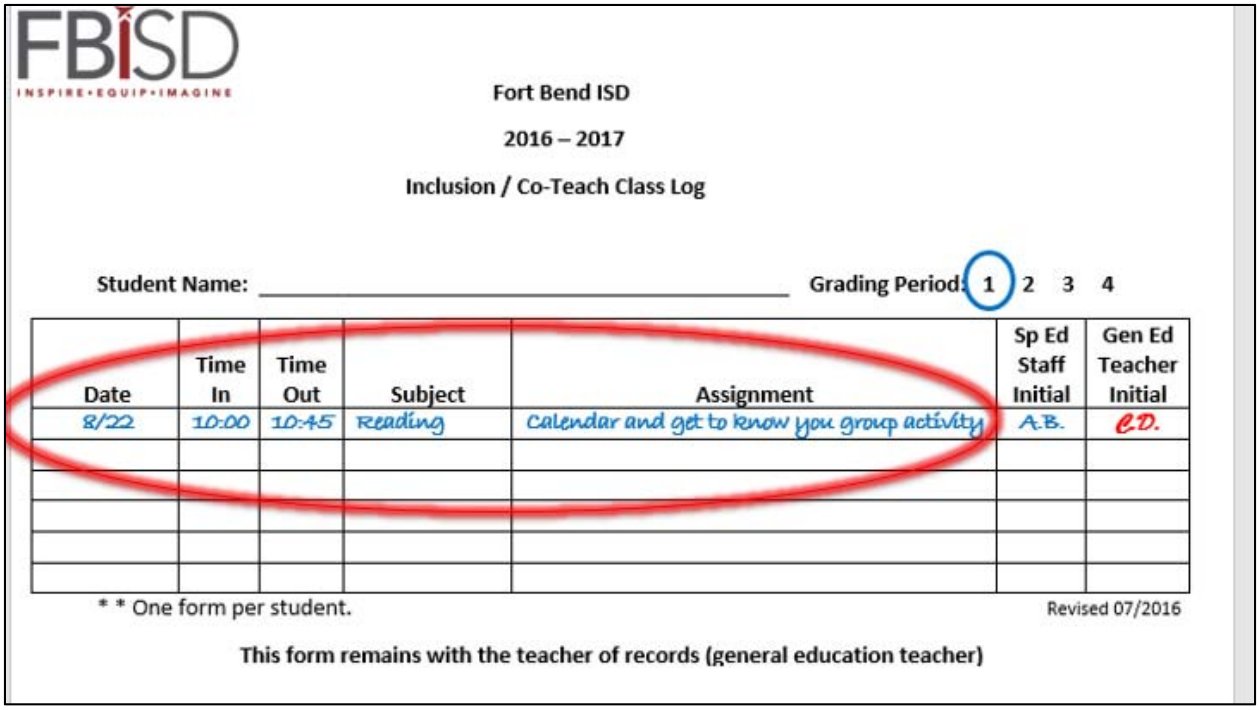
Date	Time In	Time Out	Subject	Assignment	Sp Ed Staff Initial	Gen Ed Teacher Initial
8/22	10:00	10:45	Reading	Calendar and get to know you group activity	A.B.	C.D.

* * One form per student.

Revised 07/2016

This form remains with the teacher of records (general education teacher)

The two types of support provided within the general education setting by special education staff are in class support, usually provided by a paraprofessional or possibly a special education teacher or co-teach which is provided within the general education classroom by a certified Special Education Teacher and the General Education Teacher. This form is to be updated based upon the services delivered. Paraprofessionals providing in class support or special education teachers collaboratively co-teaching or proving in class support will complete the log.



Fort Bend ISD

2016 – 2017

Inclusion / Co-Teach Class Log

Student Name: _____ Grading Period: 1 2 3 4

Date	Time In	Time Out	Subject	Assignment	Sp Ed Staff Initial	Gen Ed Teacher Initial
8/22	10:00	10:45	Reading	Calendar and get to know you group activity	A.B.	C.D.

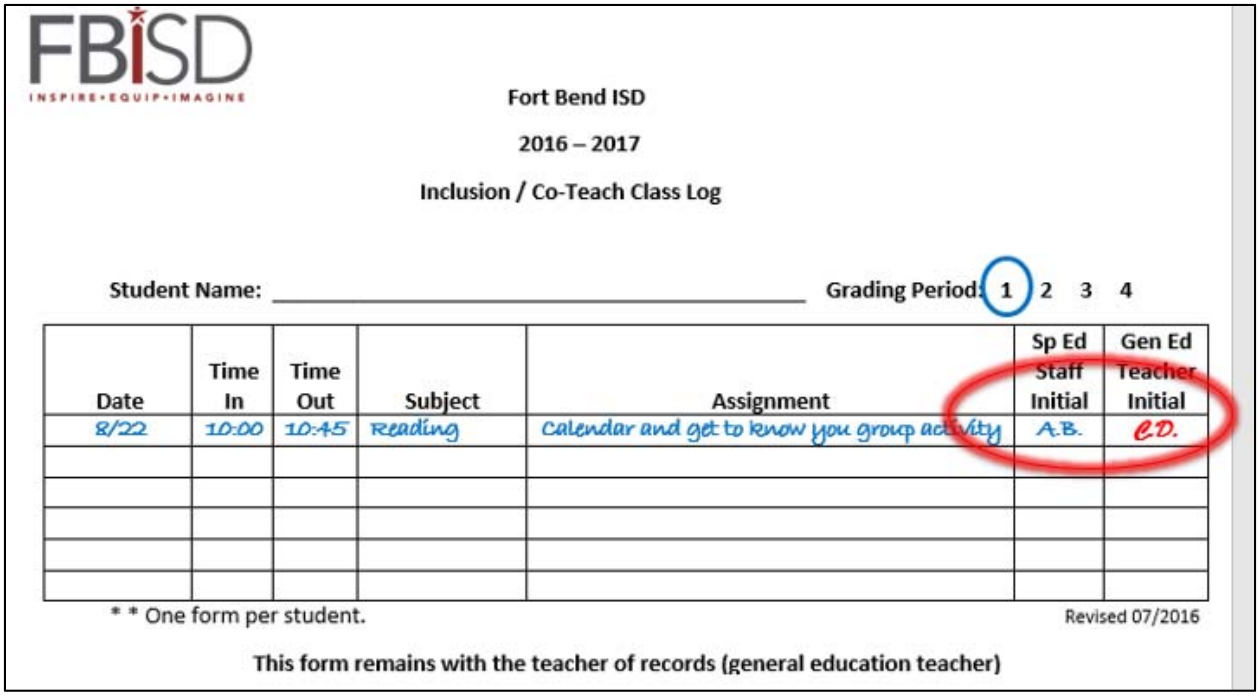
* * One form per student.

Revised 07/2016

This form remains with the teacher of records (general education teacher)

Again, this form is to be updated **daily** based upon the services delivered. The support personnel-either the special education paraprofessional or teacher, will complete the form to document the amount of time the services were provided in the subject and a brief description of the assignment the class was completing.

If you have questions about documentation for students receiving special education services, please discuss it with the special education staff at your campus.



Fort Bend ISD

2016 – 2017

Inclusion / Co-Teach Class Log

Student Name: _____ Grading Period: 1 2 3 4

Date	Time In	Time Out	Subject	Assignment	Sp Ed Staff Initial	Gen Ed Teacher Initial
8/22	10:00	10:45	Reading	Calendar and get to know you group activity	A.B.	C.D.

* * One form per student. Revised 07/2016

This form remains with the teacher of records (general education teacher)

Each day, the special education staff and general education teacher initial the log to ensure services were given and document. The form should be **fully** completed daily and should **NOT** include ditto marks or arrows to represent the same information on different days.

As stated in the Special Education Handbook, Accommodation Logs should be turned in to a specified location determined by the Special Education Department Head or ARD Facilitator every nine weeks. Keep the log updated daily and in one location for easy accessibility.

Instructions for Accommodation Log

Please see the Appendix for a copy of the Accommodation Log to document for students on your campus.

As a district, Fort Bend ISD has created a specific form for documenting accommodations that are part of a student's individualized program. The Fort Bend ISD Special Education handbook identifies the district's process for completing the form in Section 4 of the handbook. This user friendly form is housed on Fortshare and Share Point drive with pre-populated dates for Semester 1 and Semester 2 of the 2016-17 school year for easy access and use.

Name of Student:

Teacher Name: Ms. Texas | **Course: 8th Grade ELA**

Case Manager Name: Ms. Houston | **Mod/Acc per ARD on: 5/15/2016**

Does this student have an AU supplement? If yes, YOU must document an AQ (acquisition) code

Acquisition Code: AQ: None needed: Student is able to be successful in a general education setting with the same staff to student ratio as their non-disabled peers

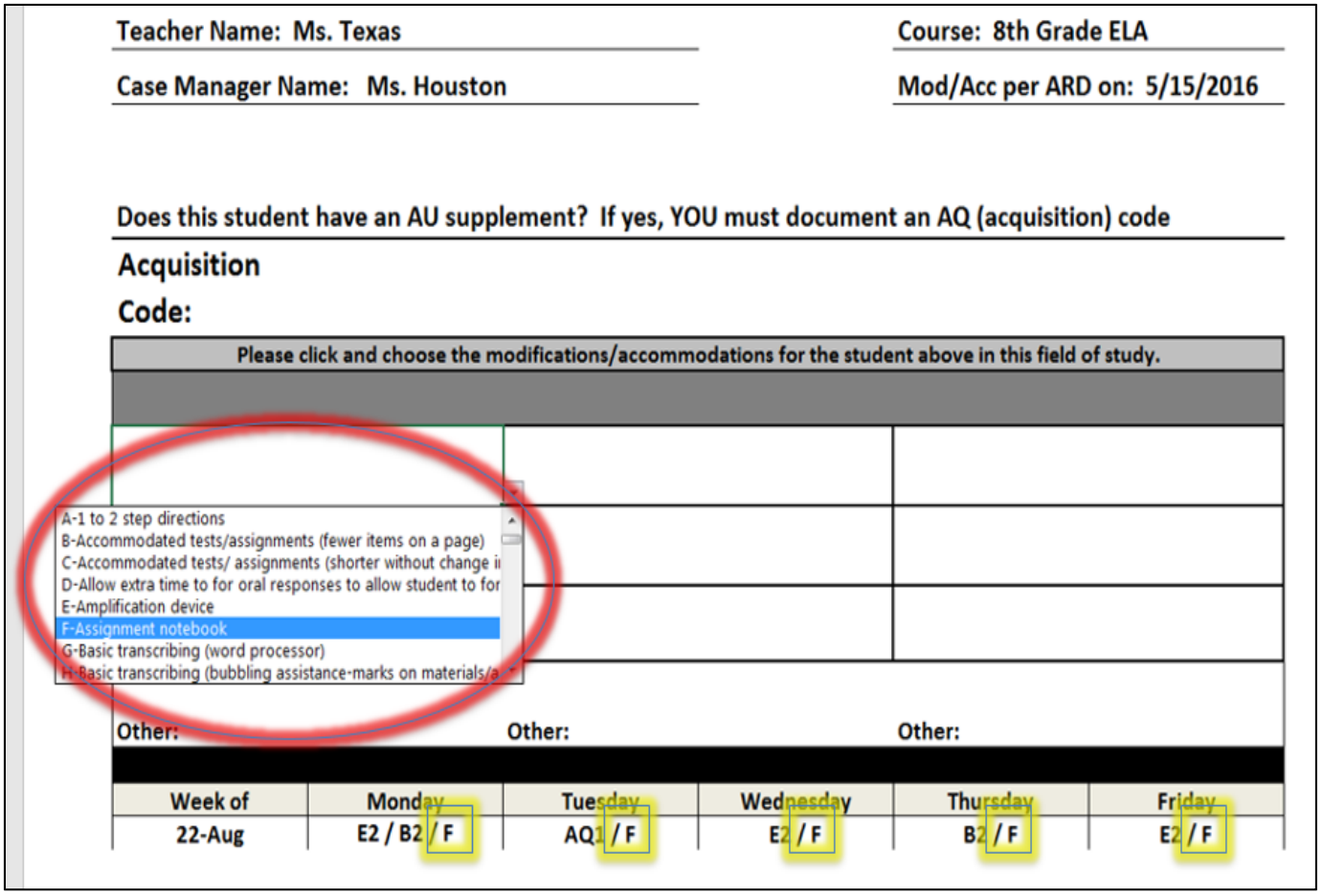
Please click and choose the modifications/accommodations for the student above in this field of study.

B2-Opportunity to respond orally	E2-Oral administration- Read all questions and answers throughout the test	
F-Assignment notebook		
K-Calculator		

Other: **Other:** **Other:**

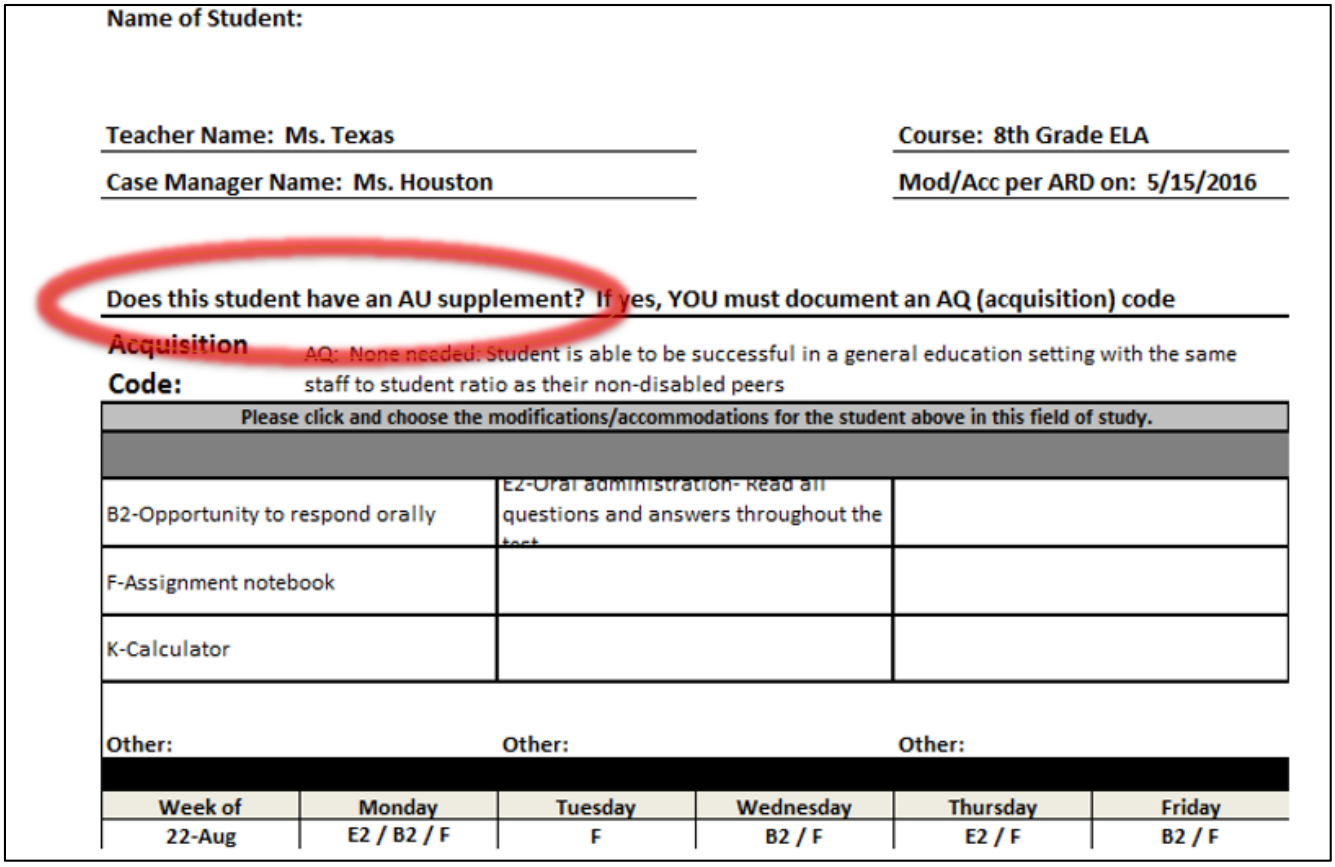
Week of	Monday	Tuesday	Wednesday	Thursday	Friday
22-Aug	E2 / B2 / F	F	B2 / F	E2 / F	B2 / F

The top portion of the form will be completed by the Special Education Case Manager on the campus. This includes the student's name, teacher's name, the case manager's name, the course, the date the accommodations/modifications were agreed upon in an ARD, as well as the acquisition code. Continue reading to learn more about acquisition codes.



The form was created so that the case manager can easily represent the student's accommodations and / or modifications by selecting from the pre-populated list which is coded for easy documentation on the weekly log.

Case managers will choose the accommodations from the student's ARD from the pre-populated list of accommodations on the form. Teachers of the student will then document on the table on the days they used those accommodations. The accommodations documented should reflect the subject/assignment the student is working on for that day. For example, you would not document the accommodation for oral administration of a test on a day where the class does not have a test indicated on the lesson plan.



Name of Student:

Teacher Name: Ms. Texas | **Course: 8th Grade ELA**

Case Manager Name: Ms. Houston | **Mod/Acc per ARD on: 5/15/2016**

Does this student have an AU supplement? If yes, YOU must document an AQ (acquisition) code

Acquisition Code: AQ: None needed: Student is able to be successful in a general education setting with the same staff to student ratio as their non-disabled peers

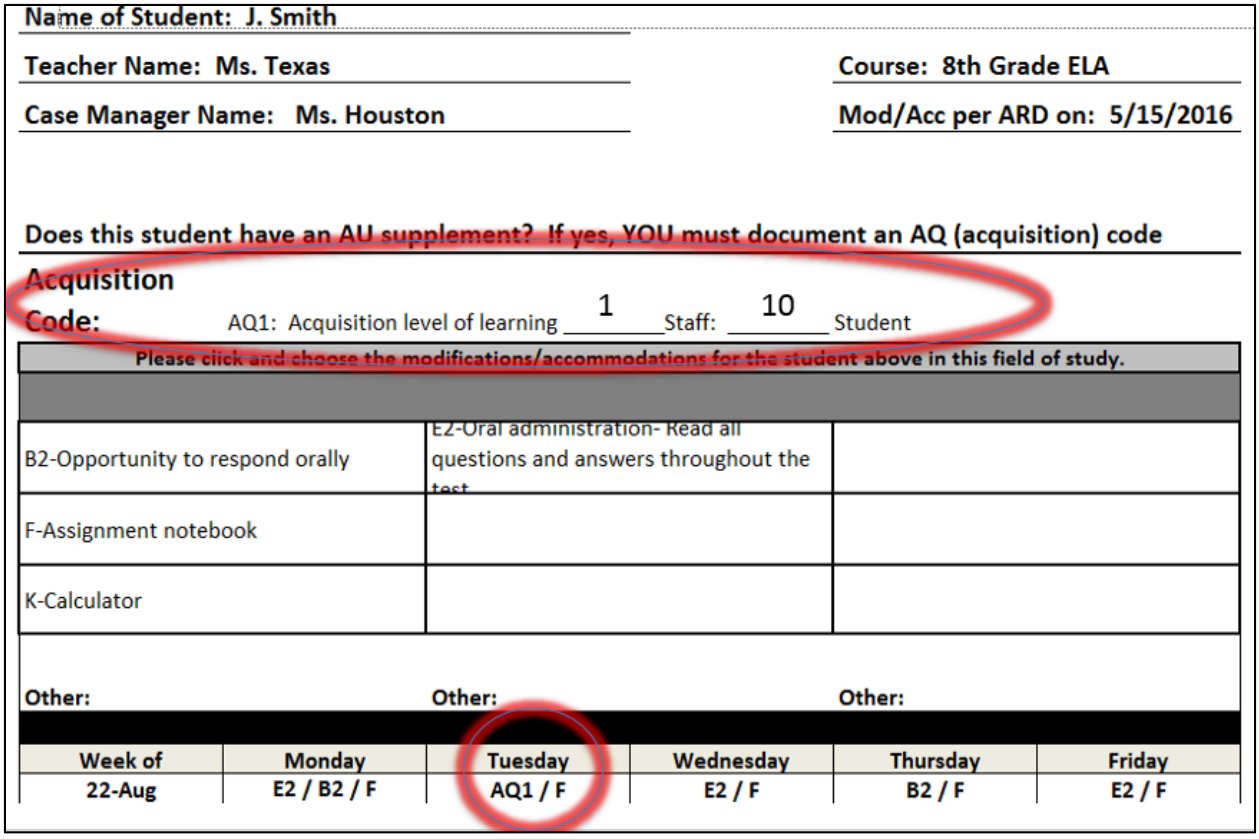
Please click and choose the modifications/accommodations for the student above in this field of study.

B2-Opportunity to respond orally	E2-Oral administration- Read all questions and answers throughout the test	
F-Assignment notebook		
K-Calculator		

Other: **Other:** **Other:**

Week of	Monday	Tuesday	Wednesday	Thursday	Friday
22-Aug	E2 / B2 / F	F	B2 / F	E2 / F	B2 / F

Although the form my look similar to previous logs, this form has been updated for use beginning in the 2016-17 school year. For **all** students who have an Autism Supplement as part of their IEP, documentation of the staff to student ratio for the acquisition stage of learning is required. This is not an accommodation or modification, but documentation of this is required. In an effort to streamline the daily data collection process, we have updated this form with the needed information.



Name of Student: J. Smith

Teacher Name: Ms. Texas

Course: 8th Grade ELA

Case Manager Name: Ms. Houston

Mod/Acc per ARD on: 5/15/2016

Does this student have an AU supplement? If yes, YOU must document an AQ (acquisition) code

Acquisition Code: AQ1: Acquisition level of learning 1 Staff: 10 Student

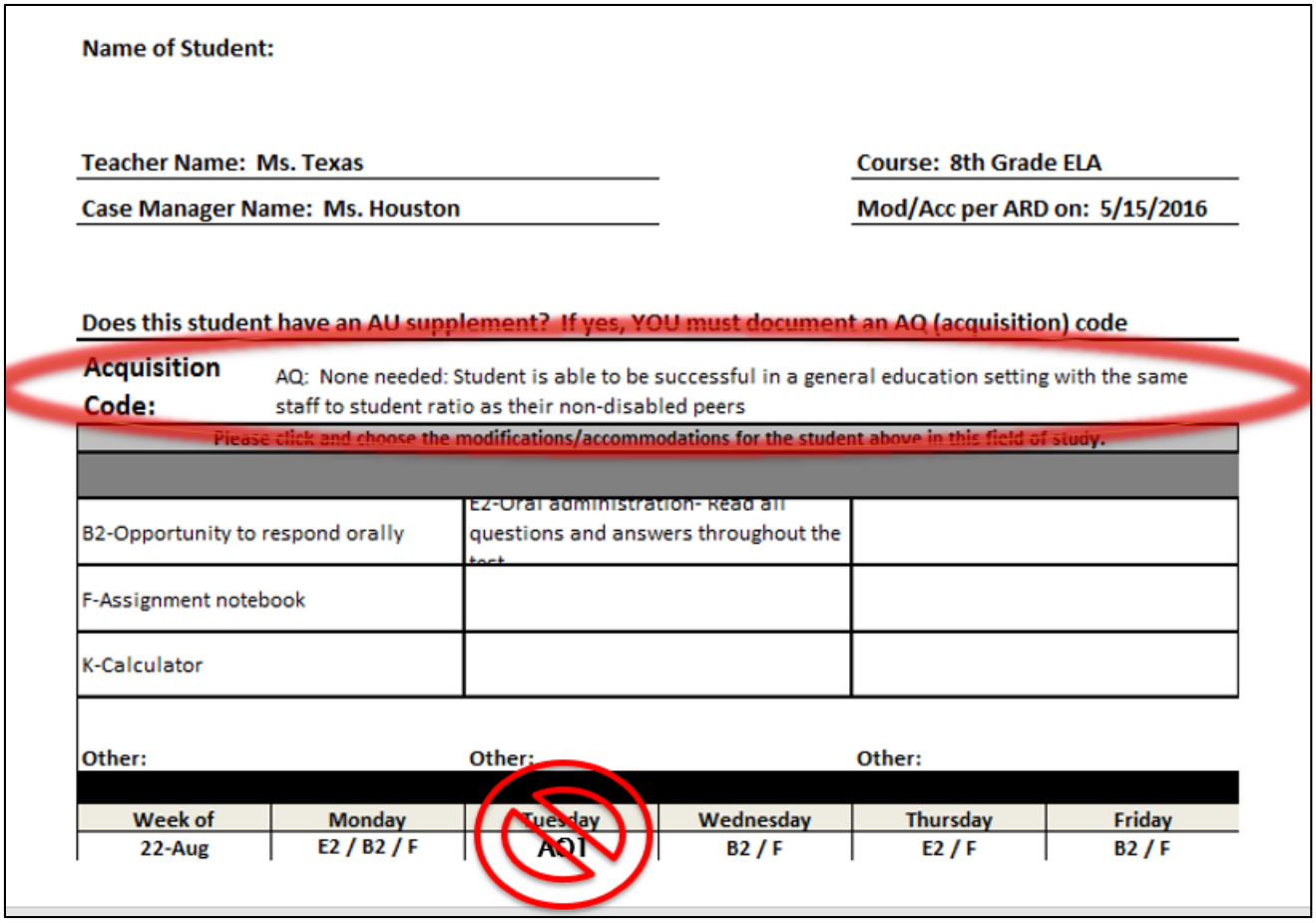
Please click and choose the modifications/accommodations for the student above in this field of study.

B2-Opportunity to respond orally	E2-Oral administration- Read all questions and answers throughout the test	
F-Assignment notebook		
K-Calculator		

Other: Other: Other:

Week of	Monday	Tuesday	Wednesday	Thursday	Friday
22-Aug	E2 / B2 / F	AQ1 / F	E2 / F	B2 / F	E2 / F

For every student that has an Autism Supplement, the Acquisition Code must be completed identifying the staff to student ratio required for this student to learn a **new skill**. This number can be found on the student's most recent Autism Supplement which is completed within the ARD process and will be indicated on this form by the Case Manager. The example above indicates that a new concept was introduced on Tuesday therefore the teacher (either the general education teacher or special education teacher) completing the documentation for that day will indicate the Code AQ1 only. For any questions regarding the Acquisition level of learning, the case manager will effectively communicate with the student's team the type of instruction / activities that would be coded AQ1 on this weekly log.



Name of Student:

Teacher Name: Ms. Texas

Course: 8th Grade ELA

Case Manager Name: Ms. Houston

Mod/Acc per ARD on: 5/15/2016

Does this student have an AU supplement? If yes, YOU must document an AQ (acquisition) code

Acquisition Code: AQ: None needed: Student is able to be successful in a general education setting with the same staff to student ratio as their non-disabled peers

Please click and choose the modifications/accommodations for the student above in this field of study.

B2-Opportunity to respond orally	E2-Oral administration- Read all questions and answers throughout the test	
F-Assignment notebook		
K-Calculator		

Other: Other: Other:

Week of	Monday	Tuesday	Wednesday	Thursday	Friday
22-Aug	E2 / B2 / F	AQT	B2 / F	E2 / F	B2 / F

If the student does not have an Autism Supplement, the drop-down choice would be "none needed" as the student is able to successfully navigate learning in the general education setting with the same staff to student ratio as their non-disabled peers. Consequently, you would **NOT** indicate the staff to student ratio as an accommodation for this student on the weekly log.

As stated in the Special Education Handbook, Accommodation Logs should be turned in to a specified location determined by the Special Education Department Head or ARD Facilitator every nine weeks. Keep the log updated daily and in one location for easy accessibility.

Fort Bend ISD Accommodation/Modification Log

Name of Student: **Fall 2018-1st nine weeks**

Teacher Name: **Course:**

Case Manager Name: **Mod/Acc per ARD on:**

Does this student have an AU supplement? If yes, YOU must document an AQ (acquisition) code

Acquisition Code:

Please click and choose the modifications/accommodations for the student above in this field of study.		
Other:	Other:	Other:

Week of	Monday	Tuesday	Wednesday	Thursday	Friday
15-Aug					
20-Aug					
27-Aug					
3-Sep	Holiday				
10-Sep					
17-Sep					
24-Sep					Holiday
1-Oct					
8-Oct					
15-Oct					PL-No Students

Teacher Signature: **Date:**

Case Manager Signature: **Date:**

Revised: 8/3/2018

Fort Bend ISD Accommodation/Modification Log

Accomodation/Modification Key

AQ: None needed: Student is able to be successful in a general education setting with the same staff to student ratio as their non-dis

AQ1: Acquisition level of learning _____Staff: _____ Student

A-1 to 2 step directions

B-Accommodated tests/assignments (fewer items on a page)

C-Accommodated tests/ assignments (shorter without change in content)

D-Allow extra time to for oral responses to allow student to formulate thought

E-Amplification device

F-Assignment notebook

G-Basic transcribing (word processor)

H-Basic transcribing (bubbling assistance-marks on materials/answers transferred)

I-Behavior intervention plan

J-Braille

K-Calculator

L-Change in project/report requirements (specify)

M-Change pace of instruction

N-Check for understanding

O-Check for understanding with specific feedback from student

P-Clearly defined/specific limits

Q-Colored overlays (specify color)

R-Complex transcribing (specify)

S-Concrete reinforcers

T-Consider effort/participation as part of grade

U-Cooling off period

V-Defined physical space

W-Demonstrate understanding by student paraphrasing content

Fort Bend ISD Accommodation/Modification Log

X-Dictionary

Y-Directions given in a variety of ways/simplify

Z-Emphasis on major points and only test those points

A1-Encouragement for classroom participation

B1-Exemption from reading before peers

C1-Extended time assigned (specify)

D1-Extra time

E1-Frequent breaks

F1-Frequent feedback

G1-Frequent reminders of rules

H1-Gestural cues

J1Highlighted texts

K1-Highlighter or colored pencils

L1-Individual administration

M1-Interpreter for the deaf

N1-Large print

O1-Magnifying devices

P1-Manipulating test materials for student

Q1-Math manipulatives

R1-Math scribe

S1-Minimize distractions

T1-Modified assignments and tests (3 answer choices, simplified sentence structure and vocabulary, word banks)

U1-Modified curriculum (Change in TEKS)

V1-Modified environment to reduce auditory/visual stimuli

W1-Modified instructional materials

X1-No penalty for spelling errors except on final drafts

Y1-Note taking assistance (provide copy in exchange for student's attempt)

Z1-Omit assignments requiring copying or timed tasks

Fort Bend ISD Accommodation/Modification Log

A2-Open book tests

B2-Opportunity to respond orally

C2-Opportunity to retest orally

D2-Oral administration - Read parts of the questions and answers at student's request

E2-Oral administration- Read all questions and answers throughout the test

F2-Oral directives

G2-Peer partner--

H2-Photocopies of tests

J2-Physical assistance

K2-Place marker

L2-Positive reinforcers

M2-Preferential seating

N2-Preferential seating/proximity control

O2-Private discussion about behavior

P2-Projection devices

Q2-Projects/long assignments broken into manageable parts and check for completion prior to assigning next part

R2-Reading (decoding) assistance

S2-Reading test aloud to self

T2-Reduce penalty for spelling errors

U2-Reduce spelling list

V2-Reduced written task

W2-Reminders to stay on task

X2-Repeated review

Z2-Scratch paper/other work space

A3-Short answer tests

B3-Shortened assignments

C3-Small group administration of tests

Fort Bend ISD Accommodation/Modification Log

D3-Special projects in lieu of assignments

E3-Spelling assistance (specify)

F3-Study sheets/previews/summaries (with answers)

G3-Supervision during transitions/unstructured times

H3-Support for general Ed provided by special Ed

I3-Supplemental aids

J3-Taped texts

K3-Taping lectures

L3-Verbal prompts

M3-Visual cues

N3-Personal care supports/Other: Information about personal care services found on p.2, personal care supplement and/or deliberations

Fort Bend ISD Accommodation/Modification Log

Name of Student: **Fall 2018-2nd nine weeks**

Teacher Name: **Course:**

Case Manager Name: **Mod/Acc per ARD on:**

Does this student have an AU supplement? If yes, YOU must document an AQ (acquisition) code

Acquisition Code:

Please click and choose the modifications/accommodations for the student above in this field of study.		
Other:	Other:	Other:

Week of	Monday	Tuesday	Wednesday	Thursday	Friday
22-Oct					
29-Oct					
5-Nov					
12-Nov					
19-Nov	Thanksgiving Holiday				
26-Nov					
3-Dec					
10-Dec					
17-Dec					

Teacher Signature: **Date:**

Fort Bend ISD Accommodation/Modification Log

Case Manager Signature: **Date:**

Revised: 8/3/2018

Accomodation/Modification Key

AQ: None needed: Student is able to be successful in a general education setting with the same staff to student ratio as their non-di

AQ1: Acquisition level of learning _____Staff: _____ Student

A-1 to 2 step directions

B-Accommodated tests/assignments (fewer items on a page)

C-Accommodated tests/ assignments (shorter without change in content)

D-Allow extra time to for oral responses to allow student to formulate thought

E-Amplification device

F-Assignment notebook

G-Basic transcribing (word processor)

H-Basic transcribing (bubbling assistance-marks on materials/answers transferred)

I-Behavior intervention plan

J-Braille

K-Calculator

L-Change in project/report requirements (specify)

M-Change pace of instruction

N-Check for understanding

O-Check for understanding with specific feedback from student

P-Clearly defined/specific limits

Q-Colored overlays (specify color)

R-Complex transcribing (specify)

S-Concrete reinforcers

T-Consider effort/participation as part of grade

U-Cooling off period

V-Defined physical space

Fort Bend ISD Accommodation/Modification Log

W-Demonstrate understanding by student paraphrasing content

X-Dictionary

Y-Directions given in a variety of ways/simplify

Z-Emphasis on major points and only test those points

A1-Encouragement for classroom participation

B1-Exemption from reading before peers

C1-Extended time assigned (specify)

D1-Extra time

E1-Frequent breaks

F1-Frequent feedback

G1-Frequent reminders of rules

H1-Gestural cues

J1Highlighted texts

K1-Highlighter or colored pencils

L1-Individual administration

M1-Interpreter for the deaf

N1-Large print

O1-Magnifying devices

P1-Manipulating test materials for student

Q1-Math manipulatives

R1-Math scribe

S1-Minimize distractions

T1-Modified assignments and tests (3 answer choices, simplified sentence structure and vocabulary, word banks)

U1-Modified curriculum (Change in TEKS)

V1-Modified environment to reduce auditory/visual stimuli

W1-Modified instructional materials

X1-No penalty for spelling errors except on final drafts

Y1-Note taking assistance (provide copy in exchange for student's attempt)

Fort Bend ISD Accommodation/Modification Log

Z1-Omit assignments requiring copying or timed tasks

A2-Open book tests

B2-Opportunity to respond orally

C2-Opportunity to retest orally

D2-Oral administration - Read parts of the questions and answers at student's request

E2-Oral administration- Read all questions and answers throughout the test

F2-Oral directives

G2-Peer partner--

H2-Photocopies of tests

J2-Physical assistance

K2-Place marker

L2-Positive reinforcers

M2-Preferential seating

N2-Preferential seating/proximity control

O2-Private discussion about behavior

P2-Projection devices

Q2-Projects/long assignments broken into manageable parts and check for completion prior to assigning next part

R2-Reading (decoding) assistance

S2-Reading test aloud to self

T2-Reduce penalty for spelling errors

U2-Reduce spelling list

V2-Reduced written task

W2-Reminders to stay on task

X2-Repeated review

Z2-Scratch paper/other work space

A3-Short answer tests

B3-Shortened assignments

Fort Bend ISD Accommodation/Modification Log

C3-Small group administration of tests

D3-Special projects in lieu of assignments

E3-Spelling assistance (specify)

F3-Study sheets/previews/summaries (with answers)

G3-Supervision during transitions/unstructured times

H3-Support for general Ed provided by special Ed

I3-Supplemental aids

J3-Taped texts

K3-Taping lectures

L3-Verbal prompts

M3-Visual cues

N3-Personal care supports/Other: Information about personal care services found on p.2, personal care supplement and/or deliberations

Fort Bend ISD Accommodation/Modification Log

Name of Student: **Fall 2018-3rd nine weeks**

Teacher Name: **Course:**

Case Manager Name: **Mod/Acc per ARD on:**

Does this student have an AU supplement? If yes, YOU must document an AQ (acquisition) code

Acquisition Code:

Please click and choose the modifications/accommodations for the student above in this field of study.		
Other:	Other:	Other:

Week of	Monday	Tuesday	Wednesday	Thursday	Friday
8-Jan					
14-Jan					
21-Jan	Holiday				
28-Jan					
4-Feb					
11-Feb					PL-No Students
18-Feb					
25-Feb					
4-Mar					
11-Mar	Spring Break				

Teacher Signature: **Date:**

Case Manager Signature: **Date:**

Revised: 8/3/2018

Fort Bend ISD Accommodation/Modification Log

Accomodation/Modification Key

AQ: None needed: Student is able to be successful in a general education setting with the same staff to student ratio as their non-dis

AQ1: Acquisition level of learning _____Staff: _____ Student

A-1 to 2 step directions

B-Accommodated tests/assignments (fewer items on a page)

C-Accommodated tests/ assignments (shorter without change in content)

D-Allow extra time to for oral responses to allow student to formulate thought

E-Amplification device

F-Assignment notebook

G-Basic transcribing (word processor)

H-Basic transcribing (bubbling assistance-marks on materials/answers transferred)

I-Behavior intervention plan

J-Braille

K-Calculator

L-Change in project/report requirements (specify)

M-Change pace of instruction

N-Check for understanding

O-Check for understanding with specific feedback from student

P-Clearly defined/specific limits

Q-Colored overlays (specify color)

R-Complex transcribing (specify)

S-Concrete reinforcers

T-Consider effort/participation as part of grade

U-Cooling off period

V-Defined physical space

W-Demonstrate understanding by student paraphrasing content

Fort Bend ISD Accommodation/Modification Log

X-Dictionary

Y-Directions given in a variety of ways/simplify

Z-Emphasis on major points and only test those points

A1-Encouragement for classroom participation

B1-Exemption from reading before peers

C1-Extended time assigned (specify)

D1-Extra time

E1-Frequent breaks

F1-Frequent feedback

G1-Frequent reminders of rules

H1-Gestural cues

J1Highlighted texts

K1-Highlighter or colored pencils

L1-Individual administration

M1-Interpreter for the deaf

N1-Large print

O1-Magnifying devices

P1-Manipulating test materials for student

Q1-Math manipulatives

R1-Math scribe

S1-Minimize distractions

T1-Modified assignments and tests (3 answer choices, simplified sentence structure and vocabulary, word banks)

U1-Modified curriculum (Change in TEKS)

V1-Modified environment to reduce auditory/visual stimuli

W1-Modified instructional materials

X1-No penalty for spelling errors except on final drafts

Y1-Note taking assistance (provide copy in exchange for student's attempt)

Z1-Omit assignments requiring copying or timed tasks

Fort Bend ISD Accommodation/Modification Log

A2-Open book tests

B2-Opportunity to respond orally

C2-Opportunity to retest orally

D2-Oral administration - Read parts of the questions and answers at student's request

E2-Oral administration- Read all questions and answers throughout the test

F2-Oral directives

G2-Peer partner--

H2-Photocopies of tests

J2-Physical assistance

K2-Place marker

L2-Positive reinforcers

M2-Preferential seating

N2-Preferential seating/proximity control

O2-Private discussion about behavior

P2-Projection devices

Q2-Projects/long assignments broken into manageable parts and check for completion prior to assigning next part

R2-Reading (decoding) assistance

S2-Reading test aloud to self

T2-Reduce penalty for spelling errors

U2-Reduce spelling list

V2-Reduced written task

W2-Reminders to stay on task

X2-Repeated review

Z2-Scratch paper/other work space

A3-Short answer tests

B3-Shortened assignments

C3-Small group administration of tests

Fort Bend ISD Accommodation/Modification Log

D3-Special projects in lieu of assignments

E3-Spelling assistance (specify)

F3-Study sheets/previews/summaries (with answers)

G3-Supervision during transitions/unstructured times

H3-Support for general Ed provided by special Ed

I3-Supplemental aids

J3-Taped texts

K3-Taping lectures

L3-Verbal prompts

M3-Visual cues

N3-Personal care supports/Other: Information about personal care services found on p.2, personal care supplement and/or deliberations

Fort Bend ISD Accommodation/Modification Log

Name of Student: **Fall 2018-4th nine weeks**

Teacher Name: **Course:**

Case Manager Name: **Mod/Acc per ARD on:**

Does this student have an AU supplement? If yes, YOU must document an AQ (acquisition) code

Acquisition Code:

Please click and choose the modifications/accommodations for the student above in this field of study.		
Other:	Other:	Other:

Week of	Monday	Tuesday	Wednesday	Thursday	Friday
18-Mar					
25-Mar					
1-Apr					
8-Apr					
15-Apr					Holiday
22-Apr	Prof Dev Day				
29-Apr					
6-May					
13-May					
20-May					

Teacher Signature: **Date:**

Case Manager Signature: **Date:**

Revised: 8/3/2018

Fort Bend ISD Accommodation/Modification Log

Accomodation/Modification Key

AQ: None needed: Student is able to be successful in a general education setting with the same staff to student ratio as their non-dis

AQ1: Acquisition level of learning _____Staff: _____ Student

A-1 to 2 step directions

B-Accommodated tests/assignments (fewer items on a page)

C-Accommodated tests/ assignments (shorter without change in content)

D-Allow extra time to for oral responses to allow student to formulate thought

E-Amplification device

F-Assignment notebook

G-Basic transcribing (word processor)

H-Basic transcribing (bubbling assistance-marks on materials/answers transferred)

I-Behavior intervention plan

J-Braille

K-Calculator

L-Change in project/report requirements (specify)

M-Change pace of instruction

N-Check for understanding

O-Check for understanding with specific feedback from student

P-Clearly defined/specific limits

Q-Colored overlays (specify color)

R-Complex transcribing (specify)

S-Concrete reinforcers

T-Consider effort/participation as part of grade

U-Cooling off period

V-Defined physical space

W-Demonstrate understanding by student paraphrasing content

Fort Bend ISD Accommodation/Modification Log

X-Dictionary

Y-Directions given in a variety of ways/simplify

Z-Emphasis on major points and only test those points

A1-Encouragement for classroom participation

B1-Exemption from reading before peers

C1-Extended time assigned (specify)

D1-Extra time

E1-Frequent breaks

F1-Frequent feedback

G1-Frequent reminders of rules

H1-Gestural cues

J1Highlighted texts

K1-Highlighter or colored pencils

L1-Individual administration

M1-Interpreter for the deaf

N1-Large print

O1-Magnifying devices

P1-Manipulating test materials for student

Q1-Math manipulatives

R1-Math scribe

S1-Minimize distractions

T1-Modified assignments and tests (3 answer choices, simplified sentence structure and vocabulary, word banks)

U1-Modified curriculum (Change in TEKS)

V1-Modified environment to reduce auditory/visual stimuli

W1-Modified instructional materials

X1-No penalty for spelling errors except on final drafts

Y1-Note taking assistance (provide copy in exchange for student's attempt)

Z1-Omit assignments requiring copying or timed tasks

Fort Bend ISD Accommodation/Modification Log

A2-Open book tests

B2-Opportunity to respond orally

C2-Opportunity to retest orally

D2-Oral administration - Read parts of the questions and answers at student's request

E2-Oral administration- Read all questions and answers throughout the test

F2-Oral directives

G2-Peer partner--

H2-Photocopies of tests

J2-Physical assistance

K2-Place marker

L2-Positive reinforcers

M2-Preferential seating

N2-Preferential seating/proximity control

O2-Private discussion about behavior

P2-Projection devices

Q2-Projects/long assignments broken into manageable parts and check for completion prior to assigning next part

R2-Reading (decoding) assistance

S2-Reading test aloud to self

T2-Reduce penalty for spelling errors

U2-Reduce spelling list

V2-Reduced written task

W2-Reminders to stay on task

X2-Repeated review

Z2-Scratch paper/other work space

A3-Short answer tests

B3-Shortened assignments

C3-Small group administration of tests

Fort Bend ISD Accommodation/Modification Log

D3-Special projects in lieu of assignments

E3-Spelling assistance (specify)

F3-Study sheets/previews/summaries (with answers)

G3-Supervision during transitions/unstructured times

H3-Support for general Ed provided by special Ed

I3-Supplemental aids

J3-Taped texts

K3-Taping lectures

L3-Verbal prompts

M3-Visual cues

N3-Personal care supports/Other: Information about personal care services found on p.2, personal care supplement and/or deliberations

FBISD Administrative Procedures for Special Education and 504 Services
Procedures For Students/Parents Who Request To Use A Service Animal

Requests for the Use of Service Animals by Enrolled Students, Under the ADA Section 504

I. PURPOSE

The purpose of these procedures is to establish guidelines for the use of service animals by students in the Fort Bend Independent School District, including school buildings, vehicles and other property. These procedures will be used to assist Fort Bend ISD personnel in handling requests for service animals, including directing parents' requests to the proper individuals within Fort Bend ISD, and advising parents of their rights under the relevant laws. For additional information regarding Service Animals, please refer to Fort Bend ISD Board Policy FBA (LEGAL).

II. FEDERAL LAWS CONCERNING SERVICE ANIMALS IN SCHOOLS

Individuals with Disabilities in Education Act

Under the Individuals with Disabilities in Education Act ("IDEA"), eligible students are entitled to a free, appropriate public education ("FAPE"). The parent may request that an ARD committee consider whether or not the use of a service animal is necessary in order for the student to receive a FAPE. If the ARD Committee determines that the student can be provided FAPE without the use of the animal, the animal does not become a related service or support under a student's IEP.

Americans with Disabilities Act and Section 504 of the Rehabilitation Act

Under the Americans with Disabilities Act ("ADA") and Section 504 of the Rehabilitation Act (Section 504), schools are generally required to allow a disabled individual to be accompanied by a service animal, so long as the animal meets the ADA definition of "service animal," the animal is under the control of its handler, is housebroken, and does not pose a direct threat to the health and/or safety of others. Exclusion of an animal could be discrimination based on disability. The ADA requires public entities to appoint a person to handle claims of disability discrimination, the Section 504 Coordinator (See Board Policy FB and FFH). Additionally, the Section 504 committee should convene to apply the ADA guidelines and determine if additional accommodations are needed for access or for an equal educational opportunity.

For students who are eligible under Section 504 and have a Section 504 accommodation plan, a Section 504 committee should convene to review the plan to ensure the child continues to have equal educational opportunity and to consider reasonable accommodations. Additionally, the Section 504 committee should convene to apply the ADA guidelines and determine if additional accommodations are needed for access or for an equal educational opportunity.

III. DEFINITION OF SERVICE ANIMAL

Service animals are defined by the ADA as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed must be directly related to the individual's disability. The crime deterrent

effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. 28 C.F.R. §35.104. A service animal is not a pet.

IV. PROCEDURES/REQUIREMENTS for Students

Use of service animals by a student with a disability is subject to the following procedures and requirements:

A. Application for Use of Service Animal - Parents/Adult students must submit a request (See Attachment 1 and Attachment 2) for the use of service animals to the Section 504 Coordinator. Requests for the use of service animals on School District property must, whenever possible, be made no less than ten (10) business days prior to the proposed use of the service animal. The animal may be required to demonstrate that it is a trained service animal by performing the functions identified by the owner/user that are intended to mitigate the impact of a disability.

B. Determination of Whether Animal is a Service Animal - Applications for use of Service Animal will be reviewed by the Section 504 Coordinator. The Section 504 Coordinator will determine if the animal meets the definition of service animal under the ADA. If the animal meets the definition of service animal and there are no grounds to remove the animal, the student will be allowed to use the animal on campus. All applications for use of the service animal on School District property will be considered on a case-by-case basis. Subject to the IDEA and Section 504, approval of the use of the service animal is subject to periodic review, revision, or revocation by the District. At a minimum, the request for a service animal will be reviewed annually. The request for use of the service animal must be renewed annually, prior to the start of each subsequent school year. In addition, the request must be renewed whenever the student changes schools or when the student desires to use a different service animal.

C. Service animals necessary for FAPE - If the student is eligible for special education services under the IDEA, the student's ARD committee will determine if the animal is necessary for FAPE. The use of a service animal is a methodology. If the student's needs can be met by a method other than the use of a service animal, such as with assistive technology or adult support, the service animal is not necessary for FAPE. The need for a service animal is subject to periodic review and revision by the ARD committee. At a minimum, the student's IEP and the need for a service animal will be reviewed annually. A service animal will not be included as part of a student's IEP unless the ARD committee determines the animal is necessary for a FAPE.

D. Agreement for Use of Service Animal - If the animal meets the definition of a service animal, the parent must sign and return the Agreement for Use of the Service Animal prior to the service animal being introduced into the schools setting. Fort Bend ISD requests, but does not require, that Service Animals wear an orange collar and a leash or a vest at all times that identifies it as a service animal to students and staff.

E. Exclusion of Service Animal – Under the Americans with Disabilities Act, a service animal may be excluded if: 1) it is out of the handler's control and the handler cannot take effective steps to control the animal; 2) the animal is not housebroken; 3) the animal poses a direct threat to the health or safety of others; or 4) the animal's presence or behavior fundamentally alters the nature of the School District's service, program, or activity.

F. Responsibility for Service Animal

a. It is the responsibility of the student who uses a service animal pursuant to this procedure to provide proper handling of the service animal. The service animal must be under the control of the handler at all times. The school district is not responsible for the care or supervision of the animal. Any cost incurred to handle the service animal will be the responsibility of the adult student or parent of the student who uses the service animal. The school nurse will be consulted by school administration regarding any known allergies among the school population. Any measures needed to minimize contact between any allergic students and the service animal will be identified by the school administration and followed by the handler.

b. The service animal shall have a harness, leash, or other tether unless either: (a) the handler is unable because of a disability to use a harness, leash, or other tether; or (b) the use of such device would interfere with the service animal's safe, effective performance of work or tasks. In such circumstances, the service animal must be under the handler's control through another effective means such as voice control or signals. The handler will be responsible for ensuring the service animal is provided any food and water needed by the animal and regular outside time to relieve itself in a designated place, including proper disposal of waste. Any food provided at the school must be contained in sealable containers. The service animal will not be allowed on school furnishings unless it is required for performance of its work or task. It is the handler's responsibility to inform others that the animal is a service animal and should not be petted, bothered, harassed or fed.

c. The adult student or the student's parents/guardians, are liable for any damage to school or personal property and any injuries to individuals caused by the service animal. The District and its employees shall be held harmless in the event that the animal damages property or causes harm to any individual.

G. The District may, at its discretion, require that the student/parent requesting the use of a service animal complete the steps of this procedure, as often as reasonable so that the District may ensure the safety of patrons and the continued need for the service animal to the student.

H. Prior to the introduction of the service animal into the school, relevant campus staff will create a plan with the student and the student's parent to integrate an approved service animal into the classroom and school environment and to meet the animal's basic needs during the school day. The plan will consider appropriate training for school staff, emergency evacuation and disaster response, and any other activities or conditions appropriate for the learning environment.

I. To the extent that use of a service animal is not a related service addressed in an IEP or Section 504 plan, an integration plan does not constitute a service or accommodation under the IDEA or Section 504.

J. The introduction of a service animal into the school setting may result in medical issues among other students and/or employees. Should such issues arise, the District will resolve those issues by considering the needs of all persons involved. The student's schedule may be altered or other appropriate action taken in order to accommodate the document needs of all students and staff on the campus.

K. Fort Bend Independent School District follows all applicable laws and regulations to protect the health and safety of the students and employees of Fort Bend ISD. Texas law pertaining to the treatment of animals shall apply. *See* Tex. Penal Code Chapter 42 and Tex. Human Res. Code Chapter 121.

V. COMPLAINT PROCEDURES

Fort Bend Independent School District provides training to staff to ensure compliance with the ADA and Section 504 regarding requests for service animals. Any individual who believes that he/she is being denied access to buildings or programs, or discriminated against based on disability, should immediately inform the Section 504 Coordinator, Ronje Gonzales at 281-634-1242 Any disputes or complaints by any person involving service animals should be made in writing to the Section 504 Coordinator. Some disputes may be subject to the grievance procedures outlined by School Board Policy and/or in the Student Handbook.

Fort Bend ISD does not discriminate against students on the basis of race, sex, national origin, disability, religion, color or ethnicity.

DATE: _____, 2018 CONTACT PERSON: Ronje Gonzales, Section 504 Coordinator, 281-634-1242

Attachments:

Attachment 1: Service Animal Documentation Form
Attachment 2: Consent for Release of Medical Information
Attachment 3: Agreement for Use of Service Animal

Inclusion Log
2017/2018

Student name: _____ Grading Period: 1 2 3 4

Grade: _____ Subject: _____

Date	Time In	Time Out	Activity:	Staff Initials Sp Gen	Notes:
			☐ Direct assistance ☐ Whole group ☐ Small group ☐ Independent work ☐ Other:		
			☐ Direct assistance ☐ Whole group ☐ Small group ☐ Independent work ☐ Other:		
			☐ Direct assistance ☐ Whole group ☐ Small group ☐ Independent work ☐ Other:		
			☐ Direct assistance ☐ Whole group ☐ Small group ☐ Independent work ☐ Other:		
			☐ Direct assistance ☐ Whole group ☐ Small group ☐ Independent work ☐ Other:		
			☐ Direct assistance ☐ Whole group ☐ Small group ☐ Independent work ☐ Other:		
			☐ Direct assistance ☐ Whole group ☐ Small group ☐ Independent work ☐ Other:		
			☐ Direct assistance ☐ Whole group ☐ Small group ☐ Independent work ☐ Other:		
			☐ Direct assistance ☐ Whole group ☐ Small group ☐ Independent work ☐ Other:		
			☐ Direct assistance ☐ Whole group ☐ Small group ☐ Independent work ☐ Other:		
			☐ Direct assistance ☐ Whole group ☐ Small group ☐ Independent work ☐ Other:		
			☐ Direct assistance ☐ Whole group ☐ Small group ☐ Independent work ☐ Other:		
			☐ Direct assistance ☐ Whole group ☐ Small group ☐ Independent work ☐ Other:		

Attachment 1

SERVICE ANIMAL DOCUMENTATION FORM

Student handler of animal: _____

Name of School/Facility: _____

Type of Service Animal: ____Dog ____Miniature Horse: _____

Name of Animal: _____

Documentation attached that the Service Animal is:

___Properly and currently vaccinated
___Properly trained and licensed, if applicable (**NOT REQUIRED**)
___Current certifications of training, if applicable (**NOT REQUIRED**)
___Letter from physician is attached, if available (**NOT REQUIRED**)
___Consent to speak to physician, if available (**NOT REQUIRED)**

Please respond to the following questions:

Is the service animal required because of a disability?

_____
_____
_____
_____

What work or tasks has the animal been trained to perform?

_____
_____
_____
_____
_____
_____
_____

Please attach additional sheets if necessary.

_____ _____

Signature: Parent/Adult Student Date

Attachment 2

CONSENT FOR RELEASE OF MEDICAL INFORMATION

I, _____ **do** / **do not** (Please circle selection)
consent to the exchange of written and verbal information between the following medical providers and Fort Bend ISD regarding my child, _____.

Provider Name: _____

Phone Number: _____

Address: _____

_____

Provider Name: _____

Phone Number: _____

Address: _____

_____

Please initial next to each statement below to indicate your understanding and agreement with the following statements:

_____ I give consent for the provider(s) named above to exchange written and/or verbal information regarding my child with Fort Bend Independent School District.

_____ I understand that my consent is voluntary and may be revoked at any time by providing written notice to all of the parties listed above, including Fort Bend ISD. However, my revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

_____ _____

Parent Signature Date

Appendix-Section 5

INSPIRE • EQUIP • IMAGINE

FBISD
INSPIRE • EQUIP • IMAGINE

2018-19 CO-TEACH Classroom Critical Elements

CO-TEACHER: CAMPUS: DATE: CO-TEACHER: GRADE: SUBJECT:	OBSERVER:		
Planning/Responsibilities	**OBS**	**Not OBS**	**Office Use**
1. The teachers are working collaboratively ☐The lesson planning appears to done collaboratively between both teachers	☐	☐	LP
2. Lesson plans are aligned with grade level scope and sequence and individualized IEPs	☐	☐	LP
3. Activities are aligned with the level of the TEKS and accommodations/modifications prepared	☐	☐	C
4. Data is analyzed to determine areas of strength, weakness, growth and interventions	☐	☐	A
5. Both teachers are providing instruction	☐	☐	IP
6. Both teaches are managing students	☐	☐	IP
7. Logs are maintained daily/weekly to show record of services and monitor progress	☐	☐	A
8. Various methods of grading are used to measure progress/success (rubrics, portfolios, menus/choices, students tracking their own data, etc.)	☐	☐	A
Instruction	**OBS**	**Not OBS**	**Office Use**
9. Teachers use materials that are research-based and provide access to grade level curriculum	☐	☐	C
10. Teachers use a variety of learning modalities and instructional techniques, during instruction	☐	☐	I
11. Evidence of accommodations/modifications being utilized	☐	☐	CG
12. Spontaneous adjustments are made during instruction as needed (with no disruption/confusion)	☐	☐	IP
13. Both teachers move freely throughout the class and have access to materials ☐The materials are prepared ahead of time	☐	☐	PH
14. Differentiated instructional strategies are being implemented in classroom activities and instruction	☐	☐	I
15. Students address both teachers as equal partners in the learning process	☐	☐	I
16. Co teach model being implemented	☐	☐	I
♦ Station teaching (each teacher is working with a small group students rotate stations)	☐	☐	
♦ Team teaching (both teachers instructing to whole group or working in tandem)	☐	☐	
♦ Parallel teaching (each teacher is working with equal size groups at the same time)	☐	☐	
♦ Alternative teaching (one teacher is working with a small group away from whole group)	☐	☐	
♦ One teach, One assist (one teacher is instructing while the other is circulating, prompting, answering questions)*the roles should switch so that students see both teachers in each role	☐	☐	
♦ One teach, One observe (gain information, one teacher may be keeping data for behavior, prompts, wait time, questioning, etc.) *roles should switch	☐	☐	
Learning Environment	**OBS**	**Not OBS**	**Office Use**
17. Students are actively engaged in learning	☐	☐	LP
18. The learning objectives address ☐Reading ☐Math ☐Writing ☐Science ☐Social Studies ☐ _____	☐	☐	CG
19. Flexible instructional arrangements are utilized and teachers provide a safe/supportive environment	☐	☐	IP
☐Small group ☐Centers/Stations ☐Pairs ☐Multi-level ☐Whole group	☐	☐	PH
20. A classroom schedule/agenda is posted	☐	☐	CM
21. A classroom management system is in place to manage discipline (rewards/consequences)	☐	☐	CM
22. Procedures are in place and students are aware of them (turning in work, getting supplies, etc)	☐	☐	CM
23. The expectations and procedures are established by both teachers; students need little direction	☐	☐	CM
24. Documentation/data collection systems in place to address accommodations, IEP, Behavior Plan Autism Supplement and/or any other information necessary (work samples, journals, tests, etc.)	☐	☐	CG
Notes: (What is general ed. teacher doing/saying? What is the special ed. teacher doing/saying? What are the students doing/saying)? Click or tap here to enter text.			

OFFICE USE: **IP**=Interpersonal Communication ♦ ***CG***=Curriculum Goals ♦ ***CM***=Classroom Management ♦***A***=Assessment ♦ **PH**=Physical Arrangement ♦ **LP**=Instructional Planning ♦ ***C***=Familiarity with Curriculum ♦ **I**=Instructional Presentation

2018-19 IN CLASS SUPPORT (ICS) Critical Elements

General education teacher: CAMPUS: DATE: Special education staff: GRADE: SUBJECT:	OBSERVER:		
Planning/Responsibilities	**OBS**	**Not OBS**	**Follow Up**
1. The special education staff is present in the class	☐	☐	☐
2. Lesson plans are aligned with grade level scope and sequence and individualized IEPs	☐	☐	☐
3. Activities are aligned with the level of the TEKS and accommodations/modifications prepared	☐	☐	☐
4. Data is analyzed to determine areas of strength, weakness, growth and interventions	☐	☐	☐
5. The teacher utilizes special education staff	☐	☐	☐
6. The special education staff has knowledge of the expectations and procedures	☐	☐	☐
7. Logs are maintained daily/weekly to show record of services and monitor progress	☐	☐	☐
8. Various methods of grading are used to measure progress/success (rubrics, portfolios, menus/choices, students tracking their own data, etc.)	☐	☐	☐
Instruction	**OBS**	**Not OBS**	**Follow Up**
9. Teachers use materials that are research-based and provide access to grade level curriculum	☐	☐	☐
10. Teachers use a variety of learning modalities and instructional techniques, during instruction	☐	☐	☐
11. Evidence of accommodations/modifications being utilized	☐	☐	☐
12. Spontaneous adjustments are made during instruction as needed (with no disruption/confusion)	☐	☐	☐
13. All staff move freely throughout the class and have access to materials ☐The materials are prepared ahead of time	☐	☐	☐
14. Differentiated instructional strategies are being implemented in classroom activities and instruction	☐	☐	☐
15. Utilization of special education staff supports flexible instructional arrangements	☐	☐	☐
♦ Small group instruction	☐	☐	☐
♦ Centers/Stations	☐	☐	☐
♦ Pairs	☐	☐	☐
♦ Multi-level grouping	☐	☐	☐
♦ Whole group instruction	☐	☐	☐
Learning Environment	**OBS**	**Not OBS**	**Follow Up**
17. Students are actively engaged in learning	☐	☐	☐
18. The learning objectives address ☐Reading ☐Math ☐Writing ☐Science ☐Social Studies ☐ _____	☐	☐	☐
19. A classroom schedule/agenda is posted	☐	☐	☐
20. A classroom management system is in place to manage discipline (rewards/consequences)	☐	☐	☐
21. Procedures are in place and students are aware of them (turning in work, getting supplies...)	☐	☐	☐
22. The expectations and procedures are established; students need little direction	☐	☐	☐
23. Documentation/data collection systems in place to address accommodations, IEP, Behavior Plan, and/or any other information necessary (work samples, journals, tests, etc.)	☐	☐	☐
Notes: (What is general ed. teacher doing/saying? What is the special ed. staff doing/saying? What are the students doing/saying)? Click or tap here to enter text.			

2018-19 RESOURCE Classroom Critical Elements

RESOURCE TEACHER: **CAMPUS:** **DATE:** **OBSERVER:** **Para:** **GRADE:** **SUBJECT:**			
PLANNING/RESPONSIBILITIES	**OBS**	**Not OBS**	**Follow up**
1. A classroom schedule/agenda is posted and reflects the core content areas	☐	☐	☐
2. Paraprofessional schedule is appropriate and effective (# of paras present during observation___)	☐	☐	☐
3. Lesson plans are aligned with grade level scope and sequence and individualized IEPs	☐	☐	☐
4. Activities are aligned with students' individualized IEPs and/or curriculum	☐	☐	☐
5. Classroom management system is in place	☐	☐	☐
♦ Positive reinforcements are used	☐	☐	☐
♦ Effective interventions are used/observed	☐	☐	☐
♦ Data collection system is in place	☐	☐	☐
♦ Data is analyzed to determine if interventions are effective	☐	☐	☐
6. Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives	☐	☐	☐
♦ Legal documents (i.e. ARD, IEP, BIP, Autism Supplement, Personal Care Supplement, Parent Communication Log, Accommodation log)	☐	☐	☐
♦ Assessment records (i.e. Brigance, universal screener, AOM, AOR, DRA2, KeyMath, Read 180,	☐	☐	☐
♦ Work samples (i.e. tests, journals, daily work, writing samples, projects)	☐	☐	☐
♦ Individual data sheets (maintain weekly to monitor progress toward IEP and BIP objectives)	☐	☐	☐
INSTRUCTION			
7. Individualized Instruction	☐	☐	☐
♦ Instructional activities are age appropriate and based on needs and cognitive level of each student.	☐	☐	☐
♦ Teachers use materials that are research-based and provide daily explicit and systematic instruction.	☐	☐	☐
♦ Teachers use a variety of learning modalities.	☐	☐	☐
♦ Teachers use visual schedules.	☐	☐	☐
♦ Materials used: _____	☐	☐	
8. Assistive Technology: AT tools are utilized throughout the day, based on individual needs of the student (i.e. communication systems, writing tools/software, visual supports, calculators)	☐	☐	☐
9. Curriculum: Academic activities and IEP objectives are aligned with TEKS/FBISD scope and sequence	☐	☐	☐
10. Classroom routines and activities promote student learning.	☐	☐	☐
11. Differentiated Instruction strategies are being implemented in classroom activities and instruction Strategies used: _____	☐	☐	☐
12. Evidence of the utilization of a Project Read Strand ☐ Phonics ☐ Reading Comprehension ☐ Writing-Report Form/Story Form	☐	☐	☐
LEARNING ENVIRONMENT			
13. Students are actively engaged	☐	☐	☐
14. The learning objectives addressed in the lesson demonstrate a clear link to general education standards: ☐ **Reading** ☐ **Math** ☐ **Writing** ☐ **Science** ☐ **Social Studies**	☐	☐	☐
15. Flexible instructional arrangement-students rotate through instructional areas that are clearly defined	☐	☐	☐
☐ **Small group area** ☐**Independent work area** ☐**Whole group area**	☐	☐	☐
16. Behavior expectations are established	☐	☐	☐
☐**Interventions are being used (stickers, contract, visual schedule)** ☐**CHAMPS**	☐	☐	☐
17.Teachers are using documentation forms to address IEP, BIP, accommodations and/or any other information necessary (work samples, journals, IEP tracker, tests, data sheet)	☐	☐	☐
Notes: (What is the teacher doing/saying? What is the para doing/saying? What are the students doing/saying)? Click or tap here to enter text.			

FORT BEND INDEPENDENT SCHOOL DISTRICT
School Health Services

Pregnancy Related Services (PRS) Intake Form

School:_____ Date: _____

Nurse:_____ Nurse Phone: _____

I. STUDENT INFORMATION (Please be sure all student information is complete)

Name: _____ Student ID#: _____
Last First

Age: _____Grade: _____ Ethnicity: _____ Birthdate: _____

Address: _____ Phone#: _____

Relationship of person with whom you live with: _____

II. CURRENT PREGNANCY

1. Has pregnancy been confirmed? □ Yes □ No
   If yes, by what means? □ Physician □ Home Pregnancy Test
2. Do you have a physician? □ Yes □ No
   Physician Name:_____
   Address: _____
   Phone #: _____
3. Have you seen the doctor for the current pregnancy? □ Yes □ No
4. How many weeks gestation? _____ When is your due date? _____
5. Do you have health insurance? □ Yes □ No
   If yes, is it □ Private insurance or □ Medicaid/CHIP
6. Have you been pregnant before? □ Yes □ No Birth control method used: _____
7. Do you have any medical problems? □ Yes □ No
   If yes, explain: _____
8. Do you take prenatal vitamins? □ Yes □ No
9. Are you currently experience any problems with your pregnancy? □ Yes □ No
   If yes, explain: _____
10. Have you informed your parents of your pregnancy? □ Yes □ No
11. Has the father been informed? □ Yes □ No
12. What is your relationship with the father? _____
13. What is your plan for the baby? □ Relinquish □ Keep

FORT BEND INDEPENDENT SCHOOL DISTRICT
School Health Services

14. Does your school counselor know of your pregnancy? □ Yes □ No
15. What are plans for school? □ Remain in School □ Adult Education □ Drop out of school
16. Are you employed? □ Yes □ No If yes, where? _____
17. Do you have a driver's license? □ Yes □ No Do you have a car? □ Yes □ No
18. Have you consumed any drugs or alcohol in the last six months? □ Yes □ No
19. Which hospital will you deliver at? _____
20. Have you selected a pediatrician? □ Yes □ No

Pediatrician Name _____

Address _____

Phone # _____

III. SUPPORT SERVICES

1. Child Care □ Family will care for child □ Workforce Solutions □ Need resources
2. WIC □ Receives □ Applied □ Need Resources
3. Prenatal Care □ Receives □ Need Resources
4. Medicaid □ Receives □ Applied □ Need Resources
5. Child Support □ Applied □ Need Resources
6. Other: _____

IV. GRADUATION INFORMATION

Projected Graduation Date _____

Career Goals _____

_____

V. Notifications

Date PRS Teacher notified _____ Name of PRS Teacher_____

Social Services ☐Yes ☐ No Name of Social Worker_____

Counselor ☐Yes ☐No Name of Counselor_____

PIEMS Coordinator ☐Yes ☐No Date _____

VI. Referrals

Community Resources □ Yes □ No

Government Agencies □ Yes □ No

Workforce Solutions □ Yes □ No

Other Referrals_____

_____

_____

_____ _____

Nurse Signature Date

FBISD
INSPIRE • EQUIP • IMAGINE

2018-2019 Inclusion Log

Student Name: Grading Period: 1 2 3 4

Grade: Subject:

In Class Support		Activity	Staff	Notes
Date		☐ Small Group LOS ___ ☐ Independent Work LOS ___ ☐ Whole Group LOS ___ ☐ Work Stations LOS ___ ☐ Other: _____ LOS ___	Sp Ed	
Time In	Time Out		Gen Ed	
In Class Support		**Activity**	**Staff**	**Notes**
Date		☐ Small Group LOS ___ ☐ Independent Work LOS ___ ☐ Whole Group LOS ___ ☐ Work Stations LOS ___ ☐ Other: _____ LOS ___	Sp Ed	
Time In	Time Out		Gen Ed	
In Class Support		**Activity**	**Staff**	**Notes**
Date		☐ Small Group LOS ___ ☐ Independent Work LOS ___ ☐ Whole Group LOS ___ ☐ Work Stations LOS ___ ☐ Other: _____ LOS ___	Sp Ed	
Time In	Time Out		Gen Ed	
In Class Support		**Activity**	**Staff**	**Notes**
Date		☐ Small Group LOS ___ ☐ Independent Work LOS ___ ☐ Whole Group LOS ___ ☐ Work Stations LOS ___ ☐ Other: _____ LOS ___	Sp Ed	
Time In	Time Out		Gen Ed	
In Class Support		**Activity**	**Staff**	**Notes**
Date		☐ Small Group LOS ___ ☐ Independent Work LOS ___ ☐ Whole Group LOS ___ ☐ Work Stations LOS ___ ☐ Other: _____ LOS ___	Sp Ed	
Time In	Time Out		Gen Ed	

Level of Support: **0=**no support needed **1=Minimal** (cueing/prompting/reiterating) checking in or stopping by to check on the student **2=Moderate** (rewording/chunking) answering Qs or giving tips/verbal guidance to the student **3=Maximum** (modeling/providing visuals/word bank) working with student or in a small group **4=Modified** (altering/changing) providing materials or instruction that is altered from the TEKS

Teacher Name: _____ Campus: _____

ABC Critical Elements					
Classroom Learning Environment					
	T TESS Domain	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Notes/Comments
1. Students are actively involved in learning with minimal unstructured time	1.1 3.1 3.3				
2. Students are taught to make independent choices	3.1 3.2				
3. Flexible instructional arrangement – **students rotate** through instructional areas. Transition signal used to indicate transition.	2.4 3.1 3.3				
4. Materials are prepared, organized and accessible for teachers and students throughout the day.	1.1 1.4 3.1				
5. Time is allotted in the daily schedule/rotations for independent work.	3.3				
6. Furniture arranged to clearly define classroom areas (e.g., direct instruction, small group, whole group, independent work areas, centers/stations).	3.1				
7. Classroom areas are modified for sensory issues (i.e. auditory and visual) when necessary.	3.1 3.3				
8. Use of Schedules					
◆ A classroom schedule is posted and reflects the core content areas (ELAR, Math, Science, Social Studies, outclass). Classroom activities reflect the daily schedule (Math= math activities; science= science activities, etc.)	3.2				
◆ Individual student schedules reflect daily, flexible instructional arrangements	3.1				
◆ Student schedules are meaningful and developmentally appropriate for each student (pictures, icons, words, phrases, etc.)	2.4 3.1				
◆ Evidence exists that student schedules are routinely used.	3.1				
◆ Classroom routines and activities promote student independence.	1.4 2.1				
◆ Posted schedules make it clear where all students are located at all times, whether in or out of the classroom.	1.1 3.1				
◆ Schedules are being followed throughout the day.	3.1				
KEY: 0=Not Evident, **1**=In progress: <half at any given time or Artifacts Only, **2**=In progress: >half at any given time or limited use, some areas, **3**=Mastery: rarely not in practice or Widespread pervasive use, **4**=Mentor level, ready to train others					
Teacher/Para-Educator Communication					
9. Communication between the teacher and para-educators is relevant to work and appropriate for school environment.	4.1				
10. Teacher and para-educator and related service schedules are posted. Classroom staff schedules include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses.	3.1 3.2				
11. Teacher and para-educators follow an established schedule for supervising students both inside and outside the classroom (e.g., lunch, PE, recess, outclass).	3.1 3.2				
12. Teacher communicates regularly with all staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented.	4.1				
13. Behavior management is consistent across classroom staff members.	3.2 4.1				
14. Teacher and para-educators circulate and supervise all students.	3.1 4.1				
Key: 0=Not Evident, **1**=In progress: staff behavior is highly variable, **2**=In progress: the majority of staff meet expectations, **3**=Mastery: all staff meet expectations, **4**=Mentor level, ready to train others					

Teacher Name: _____ Campus: _____

Instruction					
	T TESS Domain	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Notes/Comments
15. Curriculum:					
◆ Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum. (program guides; At a Glance)	1.1 2.2				
◆ Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction.	2.2				
16. Social Skills					
◆ Social skills instruction is integrated throughout the day using a variety of interventions including social narratives, role play, video modeling, live modeling, peer training, and use of the prompting procedures.	2.1 3.1 3.3				
◆ Social, play and leisure skills are taught and reinforced in a way that is developmentally appropriate for each student	2.1 2.4 3.1 3.3				
◆ Social Skills are taught and reinforced in a way that is developmentally appropriate for each student.					
17. Individualized Instruction					
♦ Tasks and activities are age appropriate, functional, and based on needs of each student.	1.1 1.3 2.2 2.4				
◆ Work systems are developed and used for each student to teach independent work and are changed out frequently.	1.3 1.4 2.1				
◆ AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)	1.1 1.4 2.4				
18. Communication					
◆ Each student has a way to communicate basic wants and needs throughout the day (e.g. picture exchange, sign, communication boards, AT).	2.3 2.4				
◆ The teacher implements AT recommendations approved by the ARD committee.	1.1 1.4 2.4				
◆ Environment and activities are manipulated to provide communication opportunities (i.e. sabotage – require student to request).	1.4 2.5				
KEY: 0=Not Evident, **1**=In progress: Materials or Artifacts Only, **2**=In progress: Limited/Inconsistent, some areas or activities, **3**=Mastery: widespread pervasive practice, **4**=Mentor Level: Ready to train others					
Individual Education Plans (IEPs) and Lesson Plans					
19. Teacher has extensive knowledge of each student's IEP and BIP.	1.3 2.1 2.2				
20. Lesson plans and activities are aligned with grade level topics and individualized IEPs.	1.1 1.3				
21. The learning objectives addressed in the lessons show a clear link to general education 'Standards' through prerequisite skills: ☐Reading ☐ Math ☐ Writing ☐ Science ☐ Social Studies	1.1 1.3				
22. Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives. Information in the portfolio includes:	1.2 2.4				
♦ Legal documents (ARD, IEP, BIP, Autism Supplement, Personal Care Supplement, Parent Communication Log)					
♦ Assessment records (Brigance, ABLLS, DRA2, PAPI, KeyMath, iReady, etc.)	1.2				
♦ Work samples/product					
♦ Related service log					
♦ Data collection					
23. Documentation and Grading					
◆ Data are collected and analyzed two times per week to monitor progress toward IEP objectives.	1.2 2.5				

Teacher Name: _____ Campus: _____

ABC Critical Elements (3)					
	T TESS Domain	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Notes/Comments
◆ The data is reflected in numerical percentages or trials and is easily interpreted.	1.2 2.5				
◆ Adjustments are made in teaching strategies if data reflects limited progress	1.2 2.5				
◆ Teacher regularly documents student progress on IEP goals and objectives in electronic system	1.2				
◆ Teachers follow FBISD grading policies.	4.1				
◆ Teacher and parent use a communication report or journal regularly (at least weekly)	2.3 4.4				
24. Assessment					
◆ Curriculum Based Assessment (i.e., ABLLS, Brignace, social skills) has been administered to students prior to annual ARD meetings (current ARD year).	1.2				
◆ There is a clear link between the assessment and the PLAAFP.	2.2				
◆ Teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.	2.3 4.4				
KEY: 0=Not Evident, **1**=In progress: Materials or Artifacts Only, **2**=In progress: Limited/Inconsistent, some areas or activities, **3**=Mastery: widespread pervasive practice, **4**=Mentor Level: Ready to train others					
Behavior Management					
25. Classroom rules/CHAMPS expectations are clearly visible and explicitly taught in a way that the students will understand.	3.1 3.2				
26. Behavior management is consistent across classroom staff members.	3.2				
27. An individualized behavior management system for each student is in place, based on the BIP	2.4 3.2				
◆ Behavior is managed and modified through direct teaching of desired behavior.	2.4 2.5 3.2				
◆ Positive reinforcement systems are used (tangibles, primary and secondary reinforcement, first/then, penny board, sticker charts, token economy, etc.)	3.2				
◆ Effective interventions are used/observed	1.1 2.5 3.2				
◆ Prompting sequence is being utilized	3.2				
◆ Data collection system is in place and data is analyzed to determine if interventions are working	1.2 2.5				
Key: 0=Not evident, **1**=In progress: staff can verbalize but limited implement, **2**=In progress: limited, some activities, **3**=Mastery: Widespread pervasive use, **4**=Mentor Level: Ready to train others					

ATS Services Classroom Critical Elements	Teacher Self Rating	1st Visit	Follow up	Notes/Comments
Class-Site Learning Environment				
1. Team members are actively involved in age appropriate meaningful activities.				
2. Flexible instructional arrangements				
♦ Community Based Instruction and Work Place Learning in the community based on post-secondary goals				
♦ Campus Based Vocational Instruction in areas outside of the classroom based on post-secondary goals.				
♦ Different vocational stations setup throughout the classroom based on post-secondary goals				
3. Materials are prepared, organized and accessible for supervisors and team members throughout the day.				
4. Use of Schedules				
◆ A work schedule is posted and reflects the core areas of Vocational/Training/Education/Independent Living Skills based on individual post-secondary goals.				
◆ Work routines and training activities promote adult independence.				
Supervisor/Assistant Supervisors Communication				
5. Communication between the Supervisor and Assistant Supervisor is appropriate and effective.				
6. Supervisor and Assistant Supervisors schedules are posted which include: classroom training, campus job coaching, independent jobs, rotations, lunch breaks, planning periods, etc.				
7. Supervisor and Assistant Supervisors follow an established schedule for supervising adults both inside and outside the classroom site.				
8. Supervisor communicates regularly with staff to ensure that information related to Post Secondary goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented.				
Instruction				
9. Curriculum:				
◆ Unique-Transition				
◆ Social skills instruction is integrated throughout the day using a variety of interventions including social narratives, role play, video modeling, live modeling, peer training, and use of the prompting procedures.				
◆ Vocational/Training/Education/Independent Living Skills will be taught throughout the day using a variety of resources including CBVI, CBI, and WPL.				
10. Individualized Instruction				
♦ Tasks and activities are age appropriate, functional, and based on needs of each student. (Post-Secondary Goals)				
◆ Presentation supports and manipulative materials are provided for students that need multi-modal instruction.				
◆ Student response modes are tailored to individual needs.				
11. Assistive Technology				
◆ The Supervisor implements AT recommendations determined by the IEP committee.				
◆ AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)				
◆ All students who are non-verbal or have limited verbal communication skills have a personalized communication system in place (low tech).				

ATS Classroom Critical Elements	Teacher Self Rating	1st Visit	Follow up	Notes/Comments
Individual Education Plans (IEPs) and Lesson Plans				
12. Teacher has extensive knowledge of each student's IEP and BIP.				
13. Lesson plans and activities are aligned with postsecondary goals from each student's individualized IEPs.				
14. The learning objectives addressed in the lessons show a clear link to each student's postsecondary goals: ☐Vocational ☐ Training ☐ Independent Living Skills ☐ Community ☐ Social Skills				
15. Teacher maintains a portfolio for each team member which documents progress toward mastery of post-secondary goals. Information in the portfolio includes:				
♦ Legal documents (ARD, IEP, BIP, Autism Supplement, Personal Care Supplement, Parent Communication Log)				
♦ Assessment records (Unique, Brigance, Task Analysis on individual task, etc.)				
♦ Work samples				
♦ Related service log				
16. Data Collection				
◆ Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives.				
◆ The data is reflected in numerical percentages or trials and is easily interpreted.				
◆ Teachers follow FBISD grading policies.				
17. Assessment				
◆ Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.				
◆ There is a clear link between the assessment and the PLAAFP.				
Behavior Management				
18. Classroom rules/CHAMPS expectations are clearly visible and explicitly written in a way that the students will understand.				
19. An individualized behavior management system for each student is in place, based on the BIP				
♦ Positive reinforcement systems are used (first/then, penny board, sticker charts, token economy, etc.)				
♦ Effective interventions are used/observed				
♦ Use of prompting sequence				
♦ Data collection system is in place and data is analyzed to determine if interventions are working				

Rating Scale: (0) Not evident (1) Some evidence/in progress, (2) Evident

BSS Classroom Critical Elements	Teacher Self Rating	1st Visit _____	2nd Visit _____	Notes/Comments
Classroom Learning Environment				
1. Students are engaged in standards based instruction				
2. Flexible instructional arrangements- strategic grouping				
- Small group area for direct instruction				
- Independent work areas (individual student desks, carrels, or tables)				
- Whole group area (personal/peer social skills)				
3. Instructional materials are prepared, organized and accessible for teachers, paraeducators and students.				
4. Unstructured time is minimal to non-existent				
5. Transitions are accomplished smoothly and efficiently.				
6. Teacher has clear and proximate visual access to students in the class at all times				
7. Use of Schedules				
- A classroom schedule is posted and reflects the core content areas. Classroom activities reflect the daily schedule (Math= math activities; science= science activities, etc.)				
- Individual student schedules reflect daily flexible instructional arrangements and define their location at all times.				
- Classroom routines and activities promote student independence.				
- Individual student schedules are readily accessible to the teacher.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				
Teacher/Para-Educator Communication				
8. Communication between the teacher and paraeducators is relevant to work and appropriate for school environment.				
9. Teacher and paraeducator schedules are posted which include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses, etc.				
10. Teacher and paraeducator share information frequently to foster mutual support and professional collaboration				
11. Teacher and paraprofessionals follow an established schedule for supervising students both inside and outside the classroom				
12. Teacher communicates regularly with staff to ensure that information related to BIPs, IEP goals and objectives, accommodations/modifications, and documentation of progress are understood and implemented.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				
Para-Educator Expectations				
13. Paraeducator assists teachers with academic instruction and the implementation of IEP's.				
14. Paraeducator are actively engaged in the functions of the learning environment.				
15. Provides academic and physical assistance to students as directed in one-to-one or in small groups.				
16. Assist with observations, collecting data as needed by teacher of record.				
17. Assists in teaching communication skills, implementing student behavior and social skills programs with the use of behavior modification and crisis intervention.				
18. Takes steps to intervene when students are not in control or may be in dangerous or unsafe situations.				
19. Listen to concerns, use language appropriate for the student's understanding, and observe body language before making active decisions.				
20. Use interpersonal and communication skills to influence, persuade, motivate, and resolve conflicts or sensitive problems.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				

BSS Classroom Critical Elements	Teacher Self Rating	1st Visit _____	2nd Visit _____	Notes/Comments
Instruction				
21. Curriculum:				
- Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum.				
- Social skills instruction is integrated throughout the day using a variety of interventions.				
- Teachers use materials that are research-based and provide daily explicit and systematic instruction.				
22. Individualized Instruction				
- Tasks and activities are aligned with grade level instruction based on needs of each student.				
23. Assistive Technology				
- The teacher implements AT recommendations approved by the ARD committee, when applicable.				
24. Technology				
- Students have access to computers and software to support curriculum.				
25. Documentation Teacher maintains a BSS Binder for each student which academic IEP objectives. Documentation in the BSS Binder includes:				
- Daily Point Sheets				
- Progress on student's Behavioral IEP/BIP				
- Data collection forms				
- Behavioral incidents/referrals				
- District approved Behavioral Management System				
- Legal documents (ARD, IEP, BIP, Parent Communication Log)				
26. Grading				
- Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives.				
- The data is reflected in numerical percentages and is easily interpreted.				
- Teachers follow FBISD grading policies.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				
Individual Education Plans (IEPs) and Lesson Plans				
27. Teacher has extensive knowledge of each student's IEP and BIP.				
28. Lesson plans and activities are aligned with grade level TEKS and individualized IEPs.				
29. The learning objectives addressed in the lessons show a clear link to general education 'Standards' through Readiness and Supported skills: Reading, Math, Language, Science, Social Studies.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				

BSS Classroom Critical Elements	Teacher Self Rating	1st Visit	1st Visit	Notes/Comments
Behavior Management				
30. Classroom rules/CHAMPS expectations and reinforcers are clearly visible and explicitly written in a way that the students will understand.				
31. Transition plans have been taught, are in place are evident across settings.				
32. Social Skills are directly and systematically taught during the day across settings.				
33. An individualized behavior management system for each student is in place, based on the BIP.				
34. Students are aware of and understand the Behavior Management System and can communicate its process upon request.				
35. A system is in place for responding to emotional crisis.				
36. Behavior management system for each student is in place:				
- Behavior is managed and modified through direct teaching of behavior and social skills				
- Positive reinforcement systems are used (sticker charts, token economy, etc.)				
- Students help set behavior goals and help monitor behavior				
- The teacher is aware of and uses nonverbal ques to redirect problem behavior				
- Tangible reinforcement are realistically attainable				
- Effective behavior interventions are used/observed				
- Data collection system is in place and analyzed to determine progress of interventions				
37. Unstructured time is minimal to non-existent.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				
Campus: _____				
Classroom Teacher: _____				
Observer: _____ Date: _____				

BIC Portfolio Table of Contents

Each student is required to have an individualized BIC portfolio. The BIC portfolio should contain the following sections:

- Student Contact Information Sheet
- Student's Class Schedule
- Daily Behavioral Data (Individualized Point Sheets)
- Academic/Behavioral Data Collection Forms
- Behavioral Incidents/Referral
- Communication Log
- Accommodation/Modification Log
- Inclusion Log (if applicable)
- Behavior IEPs (BIP)/Academic IEPs
- Schedule of Services Page
- ARD State Assessment Page
- Reintegration Plan
- My Goals (Elementary)/Student Interest Inventory Worksheet (Secondary)

CLASS Critical Elements

CLASS Teacher: **CAMPUS:**
DATE:

Planning	**OBS**	**Not OBS**
1. Materials are prepared, organized and accessible for teachers and students throughout the day.	☐	☐
2. Lesson plans and activities are aligned with grade level topics and individualized IEPs.	☐	☐
3. Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives. Information in the portfolio includes: • Legal Documents (ARD, IEP, BIP, AU Supplement, Personal Care Supplement, Parent Communciation Log) • Assessment records (SS Assessment) • Work Samples • Related Service Log • Data Collection	☐	☐
4. Data are collected and analyzed two times per week to monitor progress toward IEP objectives. Adjustments are made in teaching strategies if data reflects limited progress	☐	☐
5. Teacher and parent use a communication report or journal regularly (at least weekly)	☐	☐
6. The teacher implements AT recommendations approved by the ARD committee.	☐	☐
7. AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)	☐	☐
Instruction	**OBS**	**Not OBS**
8. Teacher has extensive knowledge of each student's IEP and BIP.	☐	☐
9. Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.	☐	☐
10. There is a clear link between the assessment and the PLAAFP.	☐	☐
11. Teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.	☐	☐
12. Social skills instruction is integrated throughout the day using a variety of interventions including social narratives, role play, video modeling, live modeling, peer training, and use of the prompting procedures.	☐	☐
13. Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction.	☐	☐
Learning Environment	**OBS**	**Not OBS**
14. Students are actively engaged in learning	☐	☐
15. Furniture arranged to clearly define classroom areas.	☐	☐

	16. Classroom areas are modified for sensory issues (i.e. auditory and visual) when necessary.	☐	☐
	17. Classroom routines and activities promote student independence.	☐	☐
	18. Classroom rules/CHAMPS expectations are clearly visible and explicitly taught in a way that the students will understand.	☐	☐
	19. Behavior management is consistent across classroom staff members.	☐	☐
	20. An individualized behavior management system for each student is in place, based on the BIP	☐	☐
	21. Behavior is managed and modified through direct teaching of desired behavior.	☐	☐
	22. Positive reinforcement systems are used (tangibles, primary and secondary reinforcement, first/then, penny board, sticker charts, token economy, etc.)	☐	☐
	23. Research based interventions are used/observed	☐	☐
	24. Prompting sequence is being utilized	☐	☐
	25. Teacher and para-educator schedules are posted. Classroom staff schedules include: instructional assignments per instructional period/rotation, lunch breaks, planning periods.	☐	☐
	26. Teacher and para-educators follow an established schedule for supervising students both inside and outside the classroom (e.g., lunch, PE, recess, outclass).	☐	☐
	27. Behavior management is consistent across classroom staff.	☐	☐
	28. Social, play and leisure skills are taught and reinforced in a way that is developmentally appropriate for each student	☐	☐
	Professional Practices and Responsibilities	**OBS**	**Not OBS**
	29. Communication between the teacher and para-educators is relevant to work and appropriate for school environment.	☐	☐
	30. Teacher communicates regularly with all staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented	☐	☐
	Notes: Click or tap here to enter text.	☐	☐

CONSIDERATION FOR CHANGE IN PLACEMENT

Date of Campus Staffing:
Name of Current Program Manager/Specialist contacted about the campus staffing:
Proposed Date of First Staffing with PM of Proposed Program :

When a change of placement to a centralized program is being considered, the campus should have first held a staffing with campus staff to review student data. Once the determination is made that data indicates a recommended need for change, the Program Manager over the student's current program should be notified and this form sent to the Program Manager over the program being recommended. A proposed staffing date should be sent to the proposed Program Manager/Specialist to review supporting data and make proposals for program location if the change is needed or to work with campus staff on additional strategies.

Student		Date	
Grade		Current Campus	
Eligibility		Home Campus	
Home Language		Current Placement	
Campus Contact		Date of last FBA	
		Date of last BIP	

Recommending Change of Placement due to:	**Targeted Behaviors (if applicable) with frequency/duration**
Academics	1.
Behavior/Social-Emotional	2.
Communication	3.

Note: The admission, review, and dismissal (ARD) committee is responsible for identifying the student's needs and the appropriate placement in which these needs can be met. Placement decisions ***should begin*** *with the least restrictive environment, i.e., the general education classroom with or without supplementary aids and services. All possible placement alternatives should be considered to ensure that services are delivered in the LRE. A student can be placed in a more restrictive environment only when the ARD committee concludes that education in the less restrictive setting with appropriate supplementary aids and services cannot be achieved satisfactorily.*

Please send a copy of the following items along with this consideration form:

- Staffing notes with recommendations (*Documentation of Lack of Progress*)
- Observation summaries (District Wide Behavior Para, BCBA, LSSP, AST, etc.)
- Work samples for the core content areas
- Brigance and/or DRA data (if applicable)
- Data tracking sheets (target behaviors and implementation data: 4-6 weeks)

Name and signature of persons who attended the staffing.

Next Steps:

Teacher Name:_____ Campus:_____

FLASH Classroom Critical Elements				
	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Notes/Comments
Classroom Learning Environment				
1. Students are actively involved in learning.				
2. Flexible instructional arrangement – **students rotate** through instructional areas.				
♦ Small group area for direct instruction				
♦ Independent work areas (individual student desks, carrels, or tables)				
♦ Whole group area (whole group work for short periods of time (approx. 15 min)				
♦ Centers/Stations				
3. Privacy is provided to students when needed for personal hygiene.				
4. Materials are prepared, organized and accessible for teachers and students throughout the day.				
5. Use of Schedules				
◆ A classroom schedule is posted and reflects the core content areas. Classroom activities reflect the daily schedule (Math= math activities; science= science activities, etc.)				
◆ Individual student schedules reflect daily, flexible instructional arrangements.				
◆ Classroom routines and activities promote student independence when possible.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				
Teacher/Para-Educator Communication				
6. Communication between the teacher and para-educator is appropriate and effective. Conversations should be relevant to the school environment.				
7. Teacher and para-educator schedules are posted which include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses, etc.				
8. Teacher and para-educator follow an established schedule for supervising students both inside and outside the classroom				
9. Teacher communicates regularly with staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented.				
KEY: 0=Not evident, 1=In progress: staff behavior is highly variable, 2=In progress: the majority of staff meet expectations, 3=Mastery: all staff meet expectations, 4=Mentor level, ready to train others				
Instruction				
10. Curriculum:				
◆ Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum and are embedded within academic activities and integrated into daily routines.				
◆ A variety of individual and group activities that are linked to academic domains and functional skills are offered to foster active student participation and involvement.				
◆ Functional skills are integrated throughout the day using a variety of interventions at naturally occurring times.				
◆ Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction. Materials should be age appropriate and meaningful to students.				
11. Individualized Instruction				
♦ Tasks and activities are age appropriate, functional, and based on needs of each student.				

Teacher Name:_____ Campus:_____

◆ Appropriate supports and adaptations are provided to facilitate active participation in the learning process (adapted materials, positioning, adaptive devices and/or adult support).				
◆ Stud. response modes are tailored to individual needs.				
12. Assistive Technology				
◆ The teacher implements AT recommendations approved by the ARD committee.				
◆ AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)				
◆ Each student has a way to communicate basic wants and needs, express choices, like/dislikes through the use of a communication system such as: o Communication boards with pictures, photographs or objects o Use of eye gaze board o Other assistive technology supports				
KEY: 0=Not evident, 1=In progress: Materials or artifacts only, 2=In progress: limited/inconsistent, some areas or activities, 3=Mastery: widespread pervasive practice, 4=Mentor level: Ready to train others				
Individual Education Plans (IEPs) and Lesson Plans				
13. Teacher has extensive knowledge of each student's IEP and BIP.				
14. Lesson plans and activities are aligned with grade level topics and individualized IEPs.				
15. The learning objectives addressed in the lessons show a clear link to general education standards through prerequisite skills: ☐Reading ☐ Math ☐ Writing ☐ Science ☐ Social Studies				
16. Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives. Information in the portfolio includes:				
♦ Legal documents (ARD, IEP, BIP, Autism Supplement, Personal Care Supplement, Parent Communication Log)				
♦ Assessment records (Brigance, ABLLS, CALS, CBA etc.)				
♦ Physical evidence to represent work samples (completed projects, pictures, videos)				
♦ Related service log				
17. Documentation and Grading				
◆ Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives.				
◆ The data is reflected in numerical percentages or trials and is easily interpreted.				
◆ Teachers follow FBISD grading policies.				
18. Assessment				
◆ Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.				
◆ There is a clear link between the assessment and the PLAAFP.				
KEY: 0=Not evident, 1=In progress: Materials or artifacts only, 2=In progress: limited/inconsistent, some areas or activities, 3=Mastery: widespread pervasive practice, 4=Mentor level: Ready to train others				
Behavior Management				
19. Classroom rules expectations are clearly visible and explicitly presented in a way that the students will understand.				
20. An individualized behavior management system for each student is in place, based on the BIP				
♦ Positive reinforcement systems are consistently used				
♦ Effective interventions are used/observed				
♦ Use of prompting sequence				
♦ Data collection system is in place and data is analyzed to determine if interventions are working				
KEY: 0=Not evident, 1=In progress: Staff can verbalize but limited implement, 2=In progress: limited/inconsistent, some areas or activities, 3=Mastery: widespread pervasive use, 4=Mentor level: Ready to train others				

Checklist: Classroom Critical Components

Evidence-Based Practices for Students with Significant Cognitive Delays

Teacher: **Date:**

Campus: **Observer:**

Areas of Focus	T-TESS Links	Supporting Documentation
I. A. Classroom Climate [Organization] 1) Areas are clearly defined for different types of activities ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 2) Areas are clearly labeled in ways that students understand ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 3) Areas are designated for group work [large & small] ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 4) Areas are designated for individual work ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 5) Areas are designated for break/sensory activities ☐ Not Evident ☐ Somewhat ☐ Clearly Evident	**Planning Domain: 1.3. 1.4** **Instruction Domain: 2.1, 2.2 , 2.4, 2.5** **Learning Environment Domain: 3.1**	
I. B. Classroom Climate [Schedules] 1) Class schedule is posted in a format that students understand ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 2) Individual schedules are in place for students that need additional structure beyond the class schedule ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 3) Mini-schedules/checklists are in place for specific activities ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 4) Work systems are in place for some students ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 5) Organizational strategies are implemented consistently ☐ Not Evident ☐ Somewhat ☐ Clearly Evident	**Planning Domain:** 1.3 **Learning Environment Domain:** 3.1, 3.2	
I. C. Classroom Climate [Positive Behavioral Supports] 1) Positive behaviors are reinforced consistently ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 2) Expectations are clarified visually in ways students understand ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 3) Visual strategies are readily available and used consistently ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 4) Preventive strategies are implemented consistently ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 5) Instructive consequences are implemented consistently ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 6) Data is collected on antecedents, behavior and consequences [ABC] ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 7) Strategies are revised based on data and outcomes ☐ Not Evident ☐ Somewhat ☐ Clearly Evident	**Planning Domain: 1.2, 1.3** **Instruction Domain: 2.1, 2.3, 2.4, 2.5** **Learning Environment Domain: 3.1, 3.2, 3.3**	

II. Alignment with State Standards 1) Curriculum is aligned with state standards at grade level, focusing on priority concepts and skills relevant to student needs ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 2) Curriculum is aligned with state assessment concepts and skills ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 3) IEPs are developed by aligning student strengths, needs and interests with grade level standards ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 4) Staff collects data routinely to measure growth on IEP/BIP goals. ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 5) The teacher communicates progress in a meaningful and routine way with parents ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 6) Assessment is evident in the following ways: ☐ Anecdotal records ☐ Teacher observation ☐ Teacher made tests ☐ Checklists ☐ Photos/Video ☐ Inventories ☐ Rubrics ☐ Student work ☐ Portfolios ☐ Other:_____	**Planning Domain: 1.1, 1.2** **Instruction Domain: 2.3**	
III. Differentiated Instruction 1) Lesson plans include a variety of differentiated instructional strategies ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 2) Lesson plans are aligned with grade level standards ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 3) Lesson plans incorporate IEP goals and objectives meaningfully ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 4) Visual supports are implemented consistently ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 5) Instructional and assistive technology is integrated throughout instruction ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 6) Students have access to typical peers and general ed settings ☐ Not Evident ☐ Somewhat ☐ Clearly Evident	**Planning Domain: 1.4** **Instruction Domain: 2.2, 2.4, 2.5**	
IV. Social Communication 1) Communication attempts are honored and interpreted as best as is possible ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 2) Communication goals are integrated throughout instruction ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 3) Communication systems are in place for all students that lack functional expressive language ☐ Not Evident ☐ Somewhat ☐ Clearly Evident 4) Communication systems & strategies are implemented consistently ☐ Not Evident ☐ Somewhat ☐ Clearly Evident	**Planning Domain: 1.3** **Learning Environment Domain: 3.1, 3.2, 3.3**	

Action Plan for Continuous Improvement

Teacher: _____ **Date:** _____

Campus: _____ **District:** _____

Target Area of Improvement	Goal	Actions	Projected Date	Person(s) Responsible	Date Completed

Teacher Name: _____ Campus: _____

PPCD Critical Elements					
Classroom Learning Environment					
	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Visit Date: _____	Notes/Comments
1. The learning environment encourages and supports child-initiated learning and choice making opportunities.					
2. Physical space and materials are designed to promote engagement, play, interaction and learning.					
3. The classroom organization facilitates maximum amount of independent movement					
4. Routines and transitioning are predictable and structured to promote interaction, communication and learning with visual cue systems in place.					
5. A variety of appropriate settings and naturally occurring environments are used to facilitate children's learning and development.					
6. Flexible instructional arrangement – **students rotate** through instructional areas.					
♦ Small group area for direct instruction					
♦ Independent work areas (desks, carrels, or tables)					
♦ Whole group area (whole group work for short periods of time (approx. 15 min)					
♦ Centers/Stations					
7. Play routines are structured to promote social interaction, communication, and learning when defining roles for dramatic play.					
8. Materials are prepared, organized and accessible for teachers and students throughout the day.					
9. Use of Schedules					
◆ Daily schedules reflect balanced programming while providing each child with an opportunity to participate in a large and small group activity					
◆ Individual schedules are clearly visible and accessible in the classroom.					
◆ Classroom routines and activities promote student independence.					
KEY: 0=Not Evident, **1**=In progress: <half at any given time or Artifacts Only, **2**=In progress: >half at any given time or limited use, some areas, **3**=Mastery: rarely not in practice or Widespread pervasive use, **4**=Mentor level, ready to train others					
Teacher/Para-Educator Communication					
10. Communication between the teacher and para-educators is relevant to work and appropriate for school environment.					
11. Teacher and paraprofessional schedules are posted which include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses, etc.					
12. Teacher and paraprofessionals follow an established schedule for supervising students both inside and outside the classroom					
13. Teacher communicates regularly with staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented.					
Key: 0=Not Evident, **1**=In progress: staff behavior is highly variable, **2**=In progress: the majority of staff meet expectations, **3**=Mastery: all staff meet expectations, **4**=Mentor level, ready to train others					
Instruction					
14. Curriculum:					
◆ IEP learning objectives are planned and embedded within meaningful activities and integrated within daily routines					
◆ Instructional lessons show link to Pre-Kindergarten Guidelines, goals, IEP's and the We Can! Early Learning Curriculum.					

Teacher Name: _____ Campus: _____

PPCD Critical Elements (2)					
	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Visit Date: _____	Notes/Comments
◆ Teachers use materials that are research-based and provide daily explicit and systematic instruction.					
15. Individualized Instruction					
♦ Use age appropriate instructional materials to support abstract skill generalization.					
◆ Use age appropriate instructional materials to support abstract skill generalization.					
◆ Strategies are planned to provide for unique learning styles while promoting a way for each student to communicate basic wants, needs and choices while using the following: sign language, pictures, objects, low tech and communication boards.					
16. Assistive Technology					
◆ The teacher implements AT recommendations approved by the ARD committee.					
◆ AT tools are utilized throughout the day (examples: communication systems, writing tools/software and visual supports					
◆ All students who are non-verbal or have limited verbal communication skills have a personalized communication system in place (low tech).					
17. Centers					
◆ Clearly identify the space where center activity is to occur and the materials contained in centers.					
◆ Sufficient time is planned for children to actively engage in the center					
◆ Centers are filled with choices and learning opportunities.					
KEY: 0=Not Evident, **1**=In progress: Materials or Artifacts Only, **2**=In progress: Limited/Inconsistent, some areas or activities, **3**=Mastery: widespread pervasive practice, **4**=Mentor Level: Ready to train others					
Individual Education Plans (IEPs) and Lesson Plans					
18. Teacher has extensive knowledge of each student's IEP and BIP.					
19. Assess, collaborate with the PK teacher, program coordinator and program facilitator to consider opportunities to address IEP goals in the PK setting. (ARD committee decision).					
20. The learning objectives addressed in the lessons show a clear link to general education 'Standards'					
21. Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives. Information in the portfolio includes:					
♦ Legal documents					
♦ Assessment records (Brigance and ABLLS)					
♦ Work samples					
♦ We Can! Pre/Post assessment					
♦ Related service log					
22. Documentation and Grading					
◆ Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives.					
◆ The data is reflected in numerical percentages or trials and is easily interpreted.					
◆ Teachers follow FBISD grading policies.					
23. Assessment					
◆ Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.					
◆ There is a clear link between the assessment and the PLAAFP.					
KEY: 0=Not Evident, **1**=In progress: Materials or Artifacts Only, **2**=In progress: Limited/Inconsistent, some areas or activities, **3**=Mastery: widespread pervasive practice, **4**=Mentor Level: Ready to train others					

Teacher Name: _____ Campus: _____

PPCD Critical Elements (3)					
Behavior Management					
	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Visit Date: _____	Notes/Comments
24. Classroom rules/CHAMPS expectations are clearly visible and explicitly written in a way that the students will understand.					
25. An individualized behavior management system for each student is in place, based on the BIP					
♦ Positive reinforcement systems are used (first/then, penny board, sticker charts, token economy, etc.)					
♦ Effective interventions are used/observed					
♦ Use of prompting sequence					
♦ Data collection system is in place and data is analyzed to determine if interventions are working					
Key: 0=Not evident, **1**=In progress: staff can verbalize but limited implement, **2**=In progress: limited, some activities, **3**=Mastery: Widespread pervasive use, **4**=Mentor Level: Ready to train others					

Neuhaus

General Education Setting

Both Programs

Orton-Gillingham based
(researched based approach)
Multi-sensory
Structured
Language based
Sequential
Cumulative

Project Read

Special Education Setting

Neuhaus Addresses:

Fluency
Phonology
- Oral Language
- Phonics
- Decoding

Reading
- Word Coding
- Sorting & Classifying

Spelling
- Decoding/Finger Spelling
- Sorting & Clssifying
- Sentence Dictation

Extended Reading
- Comprehension
- Graphic Organizers
- Interactive Story Boards
- Oral Language

Instructional Setting:

Taught by a teacher trained in Neuhaus Methodology (Reading Specialist)

Services provided to both General Education (Section 504 Dyslexia students) and Special Education students. Special Education students have IEP addressing deficit in reading.

Minimal 45 min/4 days a week.

Progress monitoring: Fluency, Spelling, every 10 days and Mastery Checks after 25 lessons.

Project Read Addresses:

Phonology
- Oral Language
- Phonics & Linguistics
- Story Mapping
- Sentence Building
- Decoding
- Word Building
- Fluency
- Spelling

Written Expression
- Graphic Sentence Symbols
- Graphic Sentence Frame
- Punctuation/Capitalization
- Sentence Mobility
- Editing

Reading Comprehension
- Graphic Organizer
- Interactive Story Boards
- Genre Wheel
- Sorting & Classifying
- Study & Test taking skills

Instructional Setting:

Taught by a special education teacher trained in Project Read Methodology.

Services provided to Special Education students.

Student must have an IEP addressing deficits in one area of reading.

Progress monitoring: Beginning of Year, Middle of Year and End of the Year, and unit assessments (based on student need).

Contact Information

Ronje Gonzales
Section 504/Dyslexia Coor.
281-634-1242

Kimberly Davidson
Elementary SpEd Program Mgr.
281-634-2128

Yuvonne Fields
Secondary SpEd Program Mgr.
281-634-5049

QUARTERLY REVIEW MEETING (QRM)

Student		QRM 1 Date	
Teacher		QRM 2 Date	
Grade		QRM 3 Date	
Eligibility		QRM 4 Date *discuss ESY	
Home Language		Current/Home Campus	
Program Manager/Specialist		Current Placement	

***Note: Items below do not need to be printed – We will review Skyward and Success Ed. during the QRM.**

Student Information/Compliance Review*	
Success Ed Information* Annual ARD Date: _____ FIE Date: _____ Schedule of Services (SOS): _____ Related Services: _____ Assistive Technology: _____ **Skyward Information*** Schedule: Matches SOS? _____ Skyward Attendance: _____ Skyward Grades: _____ Skyward Discipline Report: _____ Number of Days out of Placement: _____ ESL status: _____ Is the teacher ESL certified?: _____ ELL Instructional Accommodations: _____	Notes:
Academic/Behavior/LRE*	
Review and Discuss* IEPs and Progress Reports completed in Success Ed: _____ BIPs and Data Collection: _____ For students receiving BSS services: • Reintegration Plan _____ Discussion Points: • Internal/External Support • Accommodations (How) • Modification (What) • Individual Student Needs	Notes:

Recommendations/Action Plan
Notes:

QRM Team Members:

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

Reintegration Form

Student Name: _____ Campus: _____

Behaviors of Concern ***Example: off tasks behavior looks like leaving assigned area, sitting with head down and sleeping.***			
Baseline ***Example: student sleeps or puts head down twice a week for an hour each time and leaves assigned area up to 6 times a day.***			
Goals **Example:** ***In a 6 to 9 week period 0 episodes of sleeping.*** ***Or*** ***In a 6 to 9 week period the student leaves assigned area 3 times.*** ***Or*** ***In a 6 to 9 week period student leaves assigned area 1 time.***	Goal 1:	Goal 2:	Goal 3:
Interventions ***Once assignment is completed student may put his head down for 10 minutes using a timer.*** ***With permission the student is allowed to leave the assigned area and complete her assignment in an alternate location.*** ***Student is given movement breaks task completion***			

Reintegration Form

Progress Monitoring Summary: Attach your data sheets. Please progress monitor weekly for 6-9 weeks.

If the goal was not achieved please document the following: Does the goal need to be adjusted? Have interventions been implemented with fidelity? Do interventions need to be adjusted? Does goal need to be broken into smaller objectives?

Was goal number 1 achieved? _____

_____

_____

Was the goal number 2 achieved? _____

_____

_____

Was the goal number 3 achieved? _____

_____

_____

Decision (if goal achieved) _____

_____

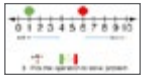
_____

Action Steps (if goal was not achieved) _____

_____

_____

TTESS Supplement: Evidence-Based Practice in the Low-Incidence Disabilities Setting (2016)

DOMAIN 1 – Planning	Evidence in Low-Incidence Setting	Examples/Tools
1.1 Standards and Alignment (1.1, 1.2, 3.1, 3.2, 3.3) Clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. 1. Aligned goals, standards and objectives 2. Lesson design/structure and pacing 3. Activities, materials and resources tied to standards 4. Technology integration	1. Grade-level content @ prerequisite skill level 2. Lesson Plan w/key components (UNCC resource); cyclical plan in place 3. Hands-on activities/manipulatives align with theme/area of study 4. Use of assistive technology to provide access for all learners	1. TEA STAAR Alternate 2 Vertical Alignment Document 2. Conceptual Model for Lesson Planning
1.2 Data and Assessment (1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4) Teacher uses formal/informal methods to measure student progress, then manages and analyzes student data to inform instruction. 1. Formal/informal assessments 2. Progress monitoring 3. Communication/feedback 4. Data analysis tied to drive instruction	1. Data collection for pre-, & post- instruction (*What do they know? Did they make progress?*) 2. Data collection during instruction: (*How do you know they're getting it?*) 3. Immediate, specific feedback 4. Prerequisite skill level of instruction based on data driven by student performance (anecdotal/criterion, video, photos)	Sample Data Sheets here: http://mast.ecu.edu/modules/dc_intro/concept/
1.3 Knowledge of Students (1.1, 1.2, 1.3, 2.1, 2.2, 2.3) Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students. 1. Students' prior knowledge 2. Adjustments tied to student needs 3. Diverse learning tied to student strengths	1. Teachers reference and use Present Levels of Academic Achievement and Functional Performance (PLAAFP) statement when considering student access to lessons, pre-assessment data 2. Level of symbolic understanding; level of access (Verb Document) 3. Student interests/strengths built into instruction	Symbolic Level of Understanding Verb Document 3. Use of student interests incorporated into academic lessons as appropriate
1.4 Activities (1.2, 1.3, 1.4, 1.5) Teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. 1. Questionings/HOTS 2. Grouping 3. Roles/responsibilities 4. Student goal setting 5. Activities, resources, materials and technology 6. Problem solving	1. Use of appropriate language/communication supports (conversation boards, assistive technology tools) to support student response mode (pointing, eye gaze, switch access, verbalization) 2. Differentiated materials and expectations dependent on student level of access (3,2,1—Verb Document) 3. Clear expectations of activity/student expectations displayed visually (if necessary) for students at their level of symbolic understanding (object, photo, line drawing) 4. Expectation for student mastery of skill-used to collect data on student progress 5. Use of assistive technology & adapted materials (leveled books, manipulatives @ student symbolic level of understanding, hands-on/concrete activities for skill presentation and acquisition) 6. Questioning and expectations leveled depending on student independence level and ability	1. 2. Verb Document 3. 5. 

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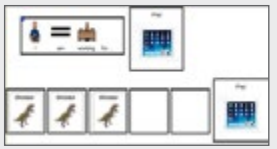
TTESS Supplement: Evidence-Based Practice in the Low-Incidence Disabilities Setting (2016)

DOMAIN 2 – Instruction	Evidence in Low-Incidence Setting	Examples/Tools
2.1 Achieving Expectations (1.2, 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2) Teacher supports all learners in their pursuit of high levels of academic and social-emotional success. 1. Academic expectations 2. Mastery of objective 3. Student mistakes tied to self-correcting 4. Student initiative tied to self-monitoring	1. Grade-level content at prerequisite skill level; use of STAAR Alternate 2 Essence Statements/ Vertical Alignment document in instruction 2. Data collection w/objectives based on student level of skill acquisition; students able to complete a task/activity to demonstrate understanding (not solely paper/pencil type assessment) 3. Use of cues/prompts and fading of support to build student independence and skill mastery 4. Immediate, specific feedback provided; use of visuals/video modeling for student monitoring	1. Essence Statements; Vertical Alignment Document 2. Verb Document 3. Cueing & Prompting Hierarchy 4.
2.2 Content Knowledge and Expertise (1.1, 1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3) Teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs. 1. Content knowledge in multiple contexts 2. Objectives linked with other disciplines 3. Anticipation of misunderstanding tied to techniques 4. Thinking/HOTS 5. Real world	1. Grade-level content at prerequisite skill level; use of STAAR Alternate 2 Essence Statements/ Vertical Alignment document in instruction 2. Use a cross-curricular thematic approach based on real-life experiences students will be able to access 3. Use of task analysis to break skill into smallest steps necessary for student understanding 4. Use of concrete, hands-on examples and activities	1. Essence Statements; Vertical Alignment Document
2.3 Communication (1.4, 1.5, 2.1, 3.1, 4.4) Teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. 1. Two-way communication 2. Student misunderstandings 3. Verbal/written communication 4. Questioning/discussions 5. Wait time 6. Visual tools/technology	1. Provide student access to assistive technology for communication for students with limited/no verbal language (so students can demonstrate knowledge) 2. Use of visual, concrete, interactive activities presented in small steps; consider preferred/dominant learning style of student (visual, auditory, kinesthetic, etc.) 3. Supported by visuals (based on symbolic level of understanding) as needed by student (also for 4.) 4. ALWAYS provide wait time then follow with necessary support 5. Most lessons supported visually, with technology, or with concrete, hands-on learning opportunities	1. 4. Cueing & Prompting Hierarchy 5.
2.4 Differentiation (1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4) Teacher differentiates instruction, aligning methods and techniques to diverse student needs. 1. Individualized lessons 2. Monitoring of participation and performance 3. Different methods and content 4. Recognizing confusion/disengagement and responding	1. Incorporating student interests and IEP-related accommodations and assistive technology supports 2. Data collection, 3. Multi-modal approach: concrete, hands-on approach 4. Knowledge of characteristics of student needs; incorporate components to meet sensory/student needs in instructional day	
2.5 Monitor and Adjust (1.4, 1.5, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4) Formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. 1. Monitor and adjust instruction and activities 2. Adjusting to address engagement 3. Monitor behavior 4. Check for understanding 5. Questions and academic feedback	1. Awareness of lesson length and opportunities for change of state (movement, music, manipulatives); whole group, small group, individual work 2. Incorporating engagement component to lesson plan based on student interests/learning style 3. Use of visual behavior supports when needed 4. Formative assessment styles/use of communication supports to provide access to student answering	3. Visual behavior support card & transition marker 

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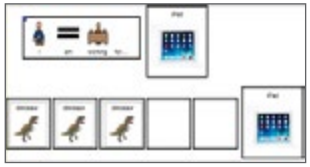
DOMAIN 3 – Learning Environment	Evidence in Low-Incidence Setting	Examples/Tools
3.1 Classroom Environment, Routines and Procedures (1.4, 4.1, 4.2, 4.3, 4.4) Teacher organizes a safe, accessible and efficient classroom. 1. Procedures, routines and transitions 2. Management of supplies and equipment tied to student leadership 3. Safe and organized classroom	1. All students (even those that are non-ambulatory) can access all areas of classroom safely 2. Consistent routine that utilizes visual schedules, timers, transition markers used routinely and consistently with students that need additional support 3. Areas/Materials clearly labeled with visuals so that students can navigate environment with highest level of independence and collect materials as independently as possible	
3.2 Managing Student Behavior (4.1, 4.2, 4.3, 4.4) Teacher establishes, communicates and maintains clear expectations for student behavior. 1. Behavior systems 2. Behavior standards	1. Visually-supported expectations 2. Individualized behavior systems dependent on level of structure student needs (high, medium, low) including: 1. Schedules 2. Timers 3. Transition markers 4. Visual expectation cards 5. Preferred choices offered (after work) 3. Consistent and routine use of supports (visual tools) by all staff that interact with student	
3.3 Classroom Culture (1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4) Teacher leads a mutually respectful and collaborative class of actively engaged learners. 1. Relevant, meaningful learning 2. Working respectfully 1. Individual 2. Group 3. Rapport/collaboration 4. Diverse learning tied to student strengths	1. Lessons are differentiated so that all students can access content based on level of understanding 2. Based on real-life, meaningful components of students' lives with an interactive, hands-on approach 3. Levels of structure in place to support students during independent and group work 4. Knowledgeable about student interests and incorporate them in instruction/behavior supports 5. Student strengths are taken into consideration when lessons are developed and are incorporated when applicable	1. Verb document, symbolic level of understanding 3. Visual schedules, choice boards, behavior support cards, etc. as needed by student

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DOMAIN 4 – Professional Practices & Responsibilities	Evidence in Low-Incidence Setting	Examples/Tools
4.1 Professional Demeanor and Ethics (6.2, 6.3, 6.4) Teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities. 1. Code of Ethics 2. Professional Standards 3. Student advocacy	1. Professional Philosophy: Least Dangerous Assumption (Presume Competence) 2. Meaningful collaboration and discussion with general education teachers (dependent on student schedule) regarding IEP: PLAAFP statement, IEP goals, and necessary accommodations and supports	
4.2 Goal-Setting (5.4, 6.1, 6.2) Teacher reflects on his/her practice. 1. Self-assessing 1. Teacher level 2. Student level 2. Goal Setting 1. Short-term 2. Long-term		
4.3 Professional Development (3.1, 6.1, 6.2, 6.3) Teacher enhances the professional community. 1. PD participation linked to leadership 2. Improvement plans		
1.4 Activities (1.2, 1.3, 1.4, 1.5) Teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach. 1. Outreach 2. Stakeholder communication and involvement 3. Support of mission, vision and goals		

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Rubric: Evidence-Based Practices for Students with Significant Cognitive Delays

Statement of Purpose

The rubric for evidence-based practices for students with significant cognitive delays has been developed to promote quality instruction consistently throughout the State of Texas. The desired outcome is to improve programs and services for individuals with special needs by reflecting on current practices in light of best practices.

The rubric is organized in the following categories:

I. Alignment with State Standards
II. Effective Teams
III. Classroom Climate
IV. Active Learning
V. Social Communication

The scale includes the following:

1	2	3	4
Best Practice is Not Evident	**Best Practice is Emerging**	**Best Practice is Somewhat Evident**	**Best Practice is Clearly Evident**

Although each category has a number associated with its descriptor, the focus is on continuous improvement and program development. Therefore, the numbers are to help organize the content of the rubric and do not constitute an overall score.

Instructions

- Review the items in each column in the rubric from 1 through 4.
- Determine which category reflects the current practice in the classroom most accurately. All items in the column should be evident in order to score that particular category. For example, if most but not all of the items in category 4 are evident, then do not score a 4. Instead, move to the category 3 and ensure that at least each of those items is evident.
- Check off the box at the top of the column and include the date.
- Provide supporting documentation in the right hand column.
- Use the findings to develop an action plan for ongoing program development and improvement.

Rubric: Evidence-Based Practices for Students with Significant Cognitive Delays

Team Members: _____

Campus/District: _____ **Date:** _____

I. Alignment with State Standards [T-TESS Dimensions 1.1, 1.2, 1.3, 2.2, 2.4, 2.5]

1 Best Practice is Not Evident	2 Best Practice is Emerging	3 Best Practice is Somewhat Evident	4 Best Practice is Clearly Evident	Supporting Documentation
❑ **Current level as of _____**	❑ **Current level as of _____**	❑ **Current level as of _____**	❑ **Current level as of _____**	
a) There is no identified curriculum in place. b) There is no clear connection between ongoing instruction and assessment concepts and skills. c) Individual Educational Plans [IEPs] are developed with little or no consideration for grade level standards. d) Staff does not collect data to measure growth on IEP/BIP goals. e) The teacher does not communicate progress in meaningful ways with parents.	a) The curriculum is based on student IEPs with some connections to state standards. b) Instruction is somewhat aligned with state assessment concepts and skills. c) Individual Educational Plans [IEPs] are developed by aligning student strengths, needs and interests with grade level standards. d) Staff collects data inconsistently to measure growth on IEP/BIP goals. e) The teacher communicates progress in meaningful ways with parents inconsistently.	a) The curriculum is aligned with state standards. b) The curriculum is aligned with state assessment concepts and skills at certain times throughout the year. c) Individual Educational Plans [IEPs] are developed by aligning student strengths, needs and interests with grade level standards. IEPs incorporate family concerns in some situations. d) Staff collects data routinely to measure growth on IEP/BIP goals. e) The teacher communicates progress with parents in meaningful ways at specific timelines.	a) The curriculum is aligned with state standards at grade level, focusing on priority concepts and skills relevant to student needs. b) The curriculum is aligned with state assessment concepts and skills throughout the entire year. c) Individual Educational Plans [IEPs] are developed by aligning student strengths, needs and interests with grade level standards. IEPs incorporate family concerns consistently. Students are included in the IEP process as much as is possible. d) Staff collects data routinely to measure growth on IEP/BIP goals. Staff meets to analyze and interpret the data to make instructional and behavioral decisions. e) The teacher communicates progress in meaningful ways with parents on a consistent basis. f) Student portfolios are sent to the next educational setting to facilitate a successful transition.	

II. Effective Teams [T-TESS Dimensions 1.2, 3.1, 3.2, 3.3]

1 Best Practice is Not Evident	2 Best Practice is Emerging	3 Best Practice is Somewhat Evident	4 Best Practice is Clearly Evident	Supporting Documentation
❑ **Current level as of _____**	❑ **Current level as of _____**	❑ **Current level as of _____**	❑ **Current level as of _____**	
a) Team members do not have a clear understanding of their roles and responsibilities. b) Team members do not collect data on student progress. c) Team members do not meet on a regular basis, but may discuss plans and problems on an informal basis throughout the day. d) Team members do not collaborate effectively. e) Team members mostly address problems in a reactive way. f) Team members communicate with families only when problems arise.	a) Team members have a limited or unclear understanding of their roles and responsibilities. b) Team members collect data on student progress on an inconsistent basis. c) Team members meet on an inconsistent or as needed basis. d) Team members sometimes discuss ways to solve problems proactively. e) Team members sometimes communicate with families.	a) Team members somewhat have clear roles and responsibilities that contribute to effective instruction and preventive behavioral strategies. b) Team members collect data on student progress somewhat consistently. c) Team members meet on a regular basis to discuss instructional plans. d) Team members collaborate to solve problems proactively. e) Team members communicate with families on a regular basis.	a) Team members have clear roles and responsibilities that contribute to effective instruction and consistent preventive behavioral strategies. b) Team members collect data on student progress consistently. c) Team members meet on a regular basis to analyze data to improve instructional and behavioral plans. d) Team members collaborate to solve problems proactively. e) Team members communicate with families in positive and productive ways on a regular basis.	

III. Classroom Climate [T-TESS Dimensions 3.1, 3.2, 3.3]

1 Best Practice is Not Evident	2 Best Practice is Emerging	3 Best Practice is Somewhat Evident	4 Best Practice is Clearly Evident	Supporting Documentation
❑ **Current level as of _____**	❑ **Current level as of _____**	❑ **Current level as of _____**	❑ **Current level as of _____**	
a) The classroom does not have clearly defined areas throughout the classroom. b) A class schedule is posted in terms that only adults understand. c) There are no individual schedules in place for students that benefit from additional structure. d) Team members respond to problematic behaviors mostly through punitive consequences. e) Team members do not interact with students in positive and respectful ways.	a) The classroom is organized into few clearly defined areas that promote limited types of learning experiences b) A class schedule is posted in terms that few of the students understand. The schedule is posted, but not referred to throughout the day. c) Individual schedules are in place for a few of the students that benefit from additional structure. d) Team members respond to problematic behaviors mostly through consequences, both instructive and punitive. e) Team members interact with students in positive and respectful ways inconsistently.	a) The classroom is organized into somewhat defined areas that indicate different types of learning experiences. b) A class schedule is posted in terms that some of the students understand. The schedule is referred to throughout the day as activities are completed. c) Individual schedules are in place for some of the students that benefit from additional structure. d) Team members prevent problematic behaviors some of the time through positive behavioral strategies. e) Team members interact with students in positive and respectful ways most of the time.	a) The classroom is organized into clearly defined and labeled areas that promote different types of learning experiences. b) A class schedule is posted in terms that most, if not all students, understand. The schedule is referred to throughout the day as activities are completed. c) Individual schedules are in place for all students that benefit from additional structure. d) Team members prevent problematic behaviors most of the time through a variety of positive behavioral strategies. e) Team members interact with all students in positive and respectful ways consistently. f) Visual strategies are in place to support difficult or unexpected transitions. g) Team members respond to problematic behaviors with instructive consequences that teach alternative and/or replacement behaviors.	

IV. Active Learning [T-TESS Dimensions2.1, 2.3, 2.4]				
1 **Best Practice is Not Evident**	**2** **Best Practice is Emerging**	**3** **Best Practice is Somewhat Evident**	**4** **Best Practice is Clearly Evident**	**Supporting Documentation**
❑ **Current level as of _____**	❑ **Current level as of _____**	❑ **Current level as of _____**	❑ **Current level as of _____**	
a) Lesson plans are not submitted to campus administration on a regular basis. b) Individual Educational Plans are taught in isolation. c) Visual supports are not evident during instructional activities. d) Team members provide specific and frequent feedback to students. e) Team members do not provide feedback to students. a) Team members do not provide positive reinforcement for student engagement in instructional activities.	a) Lesson plans incorporate few differentiated instructional strategies to meet a wide range of abilities and needs. b) Individual Educational Plans are incorporated within the lesson plan. c) Visual supports [e.g. checklists, work systems, graphic organizers, etc.] are implemented inconsistently to promote focus and engagement during instructional activities. d) Team members provide specific feedback to students inconsistently. b) Team members provide limited positive reinforcement for student engagement in instructional activities.	a) Lesson plans incorporate some differentiated instructional strategies to meet a wide range of abilities and needs. Lesson plans are aligned with grade level standards and assessment. b) Individual Educational Plans are consistently incorporated within the lesson plan. c) Visual supports [e.g. checklists, work systems, graphic organizers, etc.] are implemented to promote focus, engagement and independence during instructional activities. d) Team members provide specific feedback to students. c) Team members provide positive reinforcement for student engagement in instructional activities.	a) Lesson plans incorporate a variety of differentiated instructional strategies to meet a wide range of abilities and needs. b) Individual Educational Plans are consistently incorporated in meaningful ways within the lesson plan. c) Visual supports [e.g. checklists, work systems, graphic organizers, etc.] are implemented consistently to promote focus, engagement and independence during instructional activities. d) Team members consistently provide specific and frequent feedback to students, including positive reinforcement. e) Instructional and assistive technology is incorporated throughout instruction. f) When necessary, sensory needs are met in order to engage positively with instructional activities. g) Students have access to typical peers and gen. ed. settings.	

V. Social Communication [T-TESS Dimensions 1.2, 1.3, 2.3, 3.3]

1 Best Practice is Not Evident	2 Best Practice is Emerging	3 Best Practice is Somewhat Evident	4 Best Practice is Clearly Evident	Supporting Documentation
❑ **Current level as of _____**	❑ **Current level as of _____**	❑ **Current level as of _____**	❑ **Current level as of _____**	
a) Team members do not interact with students in ways that each student understands [e.g. sign language, visual cue, verbal, etc.]. b) Team members do not explain to students what is about to happen to them before they perform any task related to the student [e.g. "I'm going to put your shoes on now." "This towel might feel wet on your fact." etc.] c) Team members do not interpret student gestures and vocalizations for meaning. d) Team members do not create opportunities to promote functional and spontaneous communication. e) Team members do not ensure that individual communication systems are available and used across environments. f) Team members do not use data to plan for instruction on individual student communication goals.	a) Team members inconsistently interact with students in ways that each student understands [e.g. sign language, visual cue, verbal, etc.] b) Team members inconsistently explain to students what is about to happen to them before they perform any task related to the student [e.g. "I'm going to put your shoes on now." "This towel might feel wet on your fact." etc.] c) Team members inconsistently interpret student gestures and vocalizations for meaning. d) Team members inconsistently create opportunities to promote functional communication. e) Team members ensure that individual communication systems are available across environments. f) Team members inconsistently use data to plan for instruction on individual student communication goals.	a) Team members interact with students in ways that each student understands [e.g. sign language, visual cue, verbal, etc.]. b) Team members explain to students what is about to happen to them before they perform any task related to the student [e.g. "I'm going to put your shoes on now." "This towel might feel wet on your fact." etc.] c) Team members interpret student gestures and vocalizations for meaning. d) Team members create opportunities to promote functional and spontaneous communication throughout the day. e) Team members ensure that individual communication systems are available and used across environments. f) Team members use data to plan for systematic instruction on individual student communication goals.	a) Team members consistently interact with students in ways that each student understands [e.g. sign language, visual cue, verbal, etc.]. b) Team members consistently explain to students what is about to happen to them before they perform any task related to the student [e.g. "I'm going to put your shoes on now." "This towel might feel wet on your fact." etc.] c) Team members interpret student gestures and vocalizations for meaning on a consistent basis. d) Team members create opportunities to promote functional and spontaneous communication throughout the day consistently. e) Team members ensure that individual communication systems are available and used across environments consistently. f) Team members consistently use data to plan for systematic instruction on individual student communication goals.	

Action Plan for Continuous Improvement

Teacher: _____ **Date:** _____

Campus: _____ **District:** _____

Target Area of Improvement	Goal	Actions	Projected Date	Person(s) Responsible	Date Completed

Teacher Name:_____ Campus:_____

SAILS Classroom Critical Elements				
	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Notes/Comments
Classroom Learning Environment				
1. Students are actively involved in learning				
2. Flexible instructional arrangement – **students rotate** through instructional areas.				
♦ Small group area for direct instruction				
♦ Independent work areas (individual student desks, carrels, or tables)				
♦ Whole group area (whole group work for short periods of time (approx. 15 min)				
♦ Centers/Stations				
3. Materials are prepared, organized and accessible for teachers and students throughout the day.				
4. Use of Schedules				
◆ A classroom schedule is posted and reflects the core content areas. Classroom activities reflect the daily schedule (Math= math activities; science= science activities, etc.)				
◆ Individual student schedules reflect daily, flexible instructional arrangements				
◆ Classroom routines and activities promote student independence.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				
Teacher/Para-Educator Communication				
5. Communication between the teacher and para-educators is relevant to work and appropriate for school environment.				
6. Teacher and para-educator schedules are posted which include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses, etc.				
7. Teacher and paraprofessionals follow an established schedule for supervising students both inside and outside the classroom				
8. Teacher communicates regularly with staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented.				
KEY: 0=Not evident, 1=In progress: staff behavior is highly variable, 2=In progress: the majority of staff meet expectations, 3=Mastery: all staff meet expectations, 4=Mentor level, ready to train others				
Instruction				
9. Curriculum				
◆ Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum.				
◆ Social skills instruction is integrated throughout the day using a variety of interventions including social narratives, role play, video modeling, live modeling, peer training, and use of the prompting procedures.				
◆ Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction.				
10. Individualized Instruction				
♦ Tasks and activities are age appropriate, functional, and based on needs of each student.				
◆ Presentation supports and manipulative materials are provided for students that need multi-modal instruction.				
◆ Student response modes are tailored to individual needs.				

Teacher Name:_____ Campus:_____

11. Assistive Technology/Communication				
◆ The teacher implements AT recommendations approved by the ARD committee.				
◆ AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)				
◆ All students who are non-verbal or have limited verbal communication skills have a personalized communication system in place. ◆ Each student has a way to communicate basic wants and needs, express choices, likes/dislikes through the use of a communication system such as: manual communication boards, picture icon, or eye gaze.				
KEY: 0=Not evident, 1=In progress: Materials or artifacts only, 2=In progress: limited/inconsistent, some areas or activities, 3=Mastery: widespread pervasive practice, 4=Mentor level: Ready to train others				
Individual Education Plans (IEPs) and Lesson Plans				
12. Teacher has extensive knowledge of each student's IEP and BIP.				
13. Lesson plans and activities are aligned with grade level topics and individualized IEPs.				
14. The learning objectives addressed in the lessons show a clear link to general education 'Standards' through prerequisite skills: ☐ Reading ☐ Math ☐ Writing ☐ Science ☐ Social Studies				
15. Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives. Information in the portfolio includes:				
♦ Legal documents (ARD, IEP, BIP, Autism Supplement, Personal Care Supplement, Parent Communication Log)				
♦ Assessment records (Brigance, ABLLS, DRA2, PAPI, KeyMath, iReady, etc.)				
♦ Work samples				
♦ Related service log				
16. Documentation and Grading				
◆ Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives.				
◆ The data is reflected in numerical percentages or trials and is easily interpreted.				
◆ Teachers follow FBISD grading policies.				
17. Assessment				
◆ Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.				
◆ There is a clear link between the assessment and the PLAAFP.				
KEY: 0=Not evident, 1=In progress: Materials or artifacts only, 2=In progress: limited/inconsistent, some areas or activities, 3=Mastery: widespread pervasive practice, 4=Mentor level: Ready to train others				
Behavior Management				
18. Classroom rules/CHAMPS expectations are clearly visible and explicitly taught in a way that the students will understand.				
19. An individualized behavior management system for each student is in place, based on the BIP				
♦ Positive reinforcement systems are used (first/then, penny board, sticker charts, token economy, etc.)				
♦ Effective interventions are used/observed				
♦ Use of prompting sequence				
♦ Data collection system is in place and data is analyzed to determine if interventions are working				
KEY: 0=Not evident, 1=In progress: Staff can verbalize but limited implement, 2=In progress: limited/inconsistent, some areas or activities, 3=Mastery: widespread pervasive use, 4=Mentor level: Ready to train others				

Appendix-Section 6

INSPIRE • EQUIP • IMAGINE

FBISD
INSPIRE • EQUIP • IMAGINE

Appendix-Section 7

INSPIRE • EQUIP • IMAGINE

FBISD
INSPIRE • EQUIP • IMAGINE

Appendix-Section 8

INSPIRE • EQUIP • IMAGINE

FBISD
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BCBA Request Form

Student Name:	Student ID:
Current Campus:	Date:
Staff Member Completing Form:	

Reason for Request (Check One)

Activity	Check	Activity	Check
Observations with outside BCBA		Classroom observations for behavior concerns	
ARD with outside BCBA		Formal FBA agreed upon by ARDC	
Staffing with outside BCBA		Other (Specify):	

Campus Information

Monitoring Teacher:	Phone:	Conference Time:
Main Contact Person:	Phone:	Conference Time:
Any Additional Staff:	Phone:	Conference Time:
Any Additional Staff:	Phone:	Conference Time:

Student's Behaviors of Concern (BOC)/Problem Behavior (PB)
Current FBA and BIP: _____ Yes / _____ No (attach with request)

BOC/PB	Comments

What is the Non-District BCBA working on with this student?
Outside BCBA Company: _____

Targeted Behaviors	Comments

Please attach any other non-district information regarding this student (e.g., FBA, Strategies, Testing, Interventions, etc.)

Attach the following to this request:

_____ Student Schedule
_____ FBA / BIP
_____ Signed Parent Consent Form

NOTES:

- Campus must e-mail BCBA Request form to Alexis T. Greer with BCBA Referral form in the subject line
- If an outside BCBA is going to be present then a district BCBA must be in attendance (ARD's, Staffings, Observations)
- Allow four weeks to complete a formal FBA

Revised 10/2016

FBISD
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Community Based Instruction Checklist

Beginning of School Year	Date Completed
Completed Student and Family Surveys for all students	
Completed Student Medical Information Form	
Review students' IEPS and identify objectives that can be taught or reinforced in community settings	
Consolidate information from parent inventory, student IEPs, and curriculum to determine possible CBI sites	
Identify task analysis and begin to collect baseline data	
Beginning of each Semester	Date Completed
Draft CBI calendar for each semester	
Contact manager of intent to provide training and provide information	
Complete transportation requests for each semester	
Complete for each CBI Site	Date Completed
Complete required forms: • Ecological Inventory • Site Map/Emergency Procedures (One time per site) • Campus Notification • Lesson Plan • Community Based Instruction Data Sheet • Student Medical Information (Review for accuracy) • Signed Parent Notification of Community Based Instruction Form	
Identify items to be purchased on CBI if applicable	
Send notification through email to general education teachers, principal, PDAS supervisor, and any other individuals to inform them that the students, teacher and/or paraprofessional will be off campus.	
Essential Items to take to CBI Site	Date Completed
Student (for each student going on CBI) binder of pertinent information: • A copy of Student Medical Information • BIPS for CBI if applicable • CBI task analysis/data forms • Outline emergency procedures • Site Map • Signed Parent Notification of Community Based Instruction Form Emergency contact numbers for campus, bus driver, and parents	
Pack for the CBI and remember to include any communication/auditory devices, visual supports, reinforcers, CBI binder, first aid kit, and any other items students may need (change of clothes, diapers, etc.).	

Received by Program Manager on: _____

Approved: ____ Not Approved: ____ Campus notified on: _____

Revised 7/16

Received by Program Manager on: _____

Approved: ____ Not Approved: ____ Campus notified on: _____

Revised 7/16

FBISD
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Community Based Instruction Data Sheet

ACTIVITY:	Student:
Level of Supervision: ☐ Direct ☐ Indirect ☐ Shadow	Teacher:
CBI Sites:	

		Baseline data			Campus Based Instruction				CBI Instruction
	Dates:								
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
	Total Number of Correct Steps								
	Percentage of Correct Steps								

(7) Independent (Does what is asked or expected)	(6) Verbal Direction (adult talks through steps)	(5) Gesture Assist (adult points or gestures)	(4) Visual Graphic (uses a series of drawings or photos)	(3) Student Modeling (watches another student)	(2) Adult Modeling (student watches adult)	(1) Physical Assist (hand over hand with cooperation)	(0) Physical Assist (without cooperation)

Ecological Inventory

General Information	
Environment:	
Sub-Environments:	
Address of Site	
Hours of Operation:	

Transportation	
Can a school bus access the facility easily?	
Is the site within walking distance of the school?	
Is the site accessible using public transportation?	
Other information:	

Layout of the Facility	
Are there restroom facilities available for customer use? If so, where are they located?	
Are the restrooms handicapped accessible?	
Are there pay phones available for customer use? If yes, where are they located?	
Location of emergency exits	
What are the potential opportunities for interaction?	
Additional services available on the site:	

Environmental Factors	
Noise Level	
Amount of Clutter	
Potential for over-crowding	

Parent Notification of Community Based Instruction

Teacher:_____

Date of trip:_____

Time of trip:_____

Location:_____

The purpose of the trip is:_____

_____

Each student should bring:_____

_____

We will be working on the following skills: (which are based in your student's IEP goals)

Math	
Reading	
Social Skills	
Language	
Daily Living	
Community Living	

_____ My student has permission to participate in this CBI trip, to have any medication administered that would normally be given at school, and I authorize any emergency medical treatment. I also acknowledge that I have been informed by Fort Bend Independent School District has immunity from any liability. Transportation will be proved by the district or commercial carrier by a certified driver.

_____ My student has permission to be photographed while participating on this trip should the opportunity arise. I understand these photographs may be used for school related activities.

_____

Parent/Guardian Signature Date

Site Map

Never take students into environments that you, as the teacher, have not personally visited ahead of time. When you take students into any environment, you need to know where the following things are:

- ✓ Restrooms
- ✓ Accessible restrooms
- ✓ Manager/Security
- ✓ Emergency Exits
- ✓ Appropriate cool down areas
- ✓ Seductive areas (merchandise, play areas, special displays that will pull the students'

Environmental Factors

- ✓ The best area to serve as a group meeting place

Sketch out the environment, including the locations above:

Student and Family Survey

Name of Student_____

Name of Family Member(s) _____

Family Preferences in the Community

Where does your family shop for groceries? (Please circle those you shop at most often)

Wal-Mart Food Town HEB Kroger

Randall's Fiesta Other:

Where does your family shop for miscellaneous household products? (Please circle those you shop at most often)

Wal-Mart Dollar Tree Walgreen's CVS

Target Dollar General Other:

What types of fast food does your family eat at most often? (Please circle all that apply)

McDonald's Burger King Wendy's Sonic

Popeye's Church's Jack in the Box Taco Bell

Subway Chick Fil A Other:

Does your family eat at "sit down restaurant? If so, which ones do you frequent? How often?

_____

Does your family eat at buffet restaurants? If so, which ones and how often?

_____

Which social/dining skills do you feel your child needs to improve on? (Please check all that apply)

Using utensils Money skills Controlling voice tone

Using napkin on lap Ordering for themselves Controlling portions

Other:

Circle the stores that your family frequent. (Please circle all that apply)

Hobby Lobby Michael's Lowe's Home Depot

Office Depot Office Max Petco Petsmart

Other:

What types of things does your family do for fun/recreation in the community?

- We go to the movies at _____.
- We go bowling at _____.
- We play video/arcade games at _____.
- We go to _____Park.
- We play sports:_____.
- We go to _____Mall.
- We play miniature golf at _____.
- Other:_____

What other services does your family use in the community on a regular basis and that you expect your child to use in the future? (Please circle all that apply and the name of the business)

Post Office _____ Movie Rental_____

Library _____ Drugstore _____

Bank _____ Other_____

Are there any other places you no longer go, as a family, because it is too difficult or frustrating for you or your child? If so, which community sites would this include?

_____

Does your child have any food restrictions or allergies?

_____

What is your child's favorite place to go in the community?

_____

What is your child's favorite food/restaurant?

_____

Are there any concerns (such as behavioral) directly related to going into the community the teacher should be aware of?

_____

_____

Please complete this checklist:

	This skill is very frustrating for my child.	It is much easier now, and always will be easier, if I do this skill for my child.	If the school would work on these skills, I would involve my child in the activity when in the community.
Making choices of things to eat or purchase			
Asking for help			
Waiting in line			
Staying with a group			
Using a public restroom			
Being responsible for money/belongings			
Finding items on a list			
Paying for own purchase			
Making purchases within a budget			
Ordering own food			
Selecting food from a buffet line			
Sitting in a movie theatre			
Dressing appropriately for an outing			

What is your child's clothing size? _____

What is your child's shoe size? _____

Name of person completing survey _____

Telephone number _____

Email address _____

Encuesta de alumnos y familias

Nombre del alumno_____

Nombre de los miembros de la familia_____

Preferencias de la familia en la comunidad

¿De dónde viene tu familia tienda de compras? (Favor de circularlas que compras a lo más a menudo)

Wal-Mart Food Town HEB Kroger

Randall's Fiesta Otras:

¿Dónde hace su familia compras de productos para el hogar? (Favor de circular dónde hacen más menudo sus compras)

Wal-Mart Dollar Tree Walgreen's CVS

Target Dollar General Otras:

¿Qué tipos de comida rápida come su familia más a menudo? (Por favor circule las que apliquen)

McDonald's Burger King Wendy's Sonic

Popeye's Church's Jack in the Box Taco Bell

Subway Chick Fil A Otras:

¿Su familia come en "No de comida rapida restaurante? Si es así, ¿cuáles frecuentan? ¿Con qué frecuencia?_____

¿Su familia come en restaurantes tipo buffet? Si es así, ¿cuáles y con qué frecuencia?

_____

¿Qué habilidades sociales/comer ¿siente que su hijo necesita mejorar? (Por favor marque todas las que aplican)

Usar utensilios Destrezas con el dinero Ordenar por ellos mismos

Usar servilleta en su regazo Controlar las porciones Otras:

Círcule las tiendas que su familia frecuenta. (Por favor circular las que apliquen)

Hobby Lobby Michael's Lowe's Home Depot

Office Depot Office Max Petco Petsmart

Otras:

¿Qué tipo de cosas hace su familia para diversión/recreación en la comunidad?

- Vamos al cine en _____.
- Nos vamos a jugar a los boliche en _____.
- Hacemos video/arcade juegos en _____.
- Vamos al parque _____.
- Jugamos deportes:_____.
- Vamos al centro comercial_____.
- Jugamos golf en miniatura en _____.
- Otras:_____

¿Qué otros servicios usa su la familia en la comunidad regularmente y que espera que niño use en el futuro? (Por favor circule todas las que apliquen y el nombre del negocio)

La oficina de correos ___ _____ Alquiler de peliculas_____

Biblioteca _____ Farmacia _____

Banco _____ Otras_____

¿Hay otros lugares que ya no visita, como familia, porque es demasiado difícil o frustrante para usted o su hijo? Si es así, ¿cuáles sitios de la comunidad incluiría esto?

_____

¿Su hijo tiene alergias o restricciones alimenticias?

_____

¿Cuál es el lugar favorito de su hijo/a en la comunidad?

_____

¿Cuál es la comida/restaurant favorite de su hijo?

_____

¿Hay alguna preocupación (tales como conducta) directamente relacionada con ir de paseo a la comunidad, que el maestro de su hijo deba saber?

_____

Marque la afirmacion correspondiente en la siguiente lista:

	Esta habilidad es muy frustrante para mi hijo.	Es que mucho más fácil ahora y siempre será más fácil, si hago esta habilidad para mi hijo.	Si la escuela que trabaja en estas destrezas involucraría a mi hijo en la actividad en la comunidad.
Decisiones de cosas para comer o comprar			
Pedir ayuda			
Esperar en fila			
Permanecer con el grupo			
Usando un baño público			
Siendo responsable por dinero/pertenencias			
Encontrar artículos en una lista			
Pagar por sus compras			
Hacer compras dentro de su presupuesto			
Ordenar su comida			
Escoger la comida en un buffet			
Permanecer sentado en el cine			
Vestirse de manera apropiada para una salida			

¿ Qué talla de ropa usa su hijo? _____

¿ Qué talla de calzado usa su hijo? _____

Nombre de la persona que lleno la encuesta_____

Número de teléfono_____

Dirección de correo electrónico_____

Campus Notification of Community Based Instruction

Teacher Name:_____

Community Site:_____

Date of Trip:_____

Time off campus: _____ to _____

Mode of Transportation:_____

Lesson Plan/Activities:

Students Attending:

_____

_____

_____

_____

_____

Teacher Signature Date

Lesson Plan

Teacher:	Campus:
CBI Site:	CBI Date:
Time:	Staff Attending:
Students: (no more than 4 per trip)	

Student IEP Objectives to be addressed:	Initials of students who will be working on the specific objective.

Lesson Plan/Activities:

Materials Needed: (Include any Assistive Technology needed)

1. Ecological Inventory
2. Task Analysis of Skills/Data Collection Forms
3.
4.
5.

Designation of Surrogate Parent

M_____ is appointed a surrogate parent for _____,
(Name of surrogate) (Student name)
whose parents are unable to be located/unknown or who is a ward of the state.

As a surrogate parent, M_____ has completed the surrogate parent

training on _____ and has agreed to the requirements established for
(Date)
surrogate parents as listed below:

- visit the child and the child's school
- consult with other individuals involved in the child's education
- review the child's records
- attend meetings to develop the individualized education program (IEP)
- make educational decisions in the child's best interest
- avoid and declare any conflict of interest as a surrogate parent
- exercise the child's due process rights under applicable law

At this time I feel that there is no conflict of interest between the interests of the child I represent as a surrogate parent and my interests or the interests of an agency with whom I am employed. I am trained to serve as a surrogate parent and am willing to assume those responsibilities.

Signature of Surrogate Parent: _____Date:_____

District/Facility Representative: _____Date:_____

Updated by the Parent Coordination Network – May, 2009
Region 9 ESC
Developed by Region 4 ESC – July, 2001
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Fort Bend Independent School District
Determination of Conflict of Interest

To serve as a surrogate parent for_____, you must not have an interest that conflicts with the interest of the child you are representing. In order to determine whether or not a conflict of interest exists, please answer the following questions by checking either "Yes" or "No":

1. I am currently an employee of the Texas Education Agency.
   [ ] YES [ ] NO

2. I am currently an employee of a school district.
   [ ] YES [ ] NO

3. I am currently an employee of an agency that is providing educational services or care to the child.
   [ ] YES [ ] NO

4. I have no personal or professional interest that conflicts with the interest of the child.
   [ ] YES [ ] NO

If the answer to any of the questions is "**Yes**," then a conflict of interest between your interests and the interest of the child may exist. Therefore, you may not serve as a surrogate parent for the child assigned.

Note:
Foster parents may act as a parent of a child with a disability, in accordance with **34 CFR 300.30,** if he/she complies with the requirements relating to foster parents including the completion of the surrogate training program.

Effective October13, 2006 the federal regulation concerning surrogate parents eliminated the option of an employee of a nonpublic agency that provides only non-educational care for the child to serve as the child's surrogate parent. *Therefore, an employee of a residential facility cannot serve as the surrogate parent for students residing within the RF*. (Source: 70 Federal Register 35809, the U.S. Dept. of Education or Texas RF Monitoring Manual pg. 22)

Signatures of:

Surrogate Parent: _____Date:_____

District / Facility Representative: _____Date:_____

Updated by Parent Coordination Network – May 2009
Region 9 ESC
Developed by Region 4 ESC, July 2001
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How to Serve as a Surrogate Parent

For a Student With a Disability

Developed by the Parent Coordination Network
Region 9 ESC * Updated 01/12

Table of Contents

- Surrogate Parent rules
  Slides 5-10
- Appointing a Surrogate
  Slides 11-16
- Surrogate Responsibilities
  Slides 17-18
- What is Special Education?
  Slide 19-20
- Procedural Safeguards
  Slides 21-22
- Child Find
  Slides 23, 31
- Prior Written Notice
  Slides 24-25
- Consent
  Slides 26-28
- Eligibility
  Slides 29-30
- Evaluation
  Slides 32-41
- The Admission Review and Dismissal (ARD) Meeting
  Slides 42-49

Table of Contents

- Least Restrictive Environment (LRE) Slide 50
- The Individualized Education Program (IEP) Slides 51-57
- Special Factors Slide 58
- Discipline Slides 59-61
- Extended School Year Slide 62
- Transition Slides 63-69
- Graduation Slides 70-76
- Transfer of Rights Slide 77
- Complaints Slides 78-82
- Due Process Slides 83-84

Surrogate Parent

Developed by the Parent Coordination Network
Region 9 ESC * Updated 01/12

Which students will have a "Surrogate" Parent?

Students with disabilities who need special education services and do not have a "parent" as defined by law.

Parent Definition

Parent is defined as the following:

- Biological, adoptive, or foster parent (unless a foster parent is prohibited by State law from acting as a parent)
- Guardian authorized to act as the child's parent or authorized to make educational decisions (but not the State if the child is a ward of the State)
- Individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or is legally responsible for the child's welfare
- Individual assigned as a surrogate parent

When is a Surrogate Parent Needed?
34 CFR §300.519

- No parent can be identified
- Parent cannot be located after reasonable efforts by the school district
- The child is a ward of the State
- The child is an unaccompanied homeless youth

Wards of the State

All children in Department of Family Protective Services' managing conservatorship (by court order or through a voluntary relinquishment under the Texas Family Code, §15.03) are considered "wards of the state." By law, they must be represented by a surrogate parent or the court's appointee in the education decision-making process.

- Children in residential care facilities (who are wards of the state) have surrogate parents appointed by the school, or an appointee assigned by the court.

- Parental rights may or may not be permanently terminated while the child is under DFPS managing conservatorship. The court's order will provide more detailed information.

Foster Parents

If the student has **NOT** resided with the foster parent for at **least 60 days**, the foster parent can be appointed as the surrogate parent if he/she meets surrogate parent qualifications.

After the student has resided with the foster parent for 60 days, the foster parent who was the surrogate parent can now be the parent.

Foster Parents–Texas Education Code § 29.015 (cont.)

A foster parent who is denied the right to act as a surrogate parent or a parent under this section by a school district may file a complaint with the agency in accordance with federal law and regulations.

How is a person appointed as a Surrogate Parent?

The public school district determines which students are in need of a surrogate.

The public school district selects and appoints a person who can serve as a surrogate.

A judge may appoint a surrogate parent for a child who is a ward of the State.

The district provides "surrogate parent training."

Surrogate Parent Assignment Timeline

A surrogate parent must be **assigned within 30 days** after determination that the student needs one.

Regardless of the 30 day requirement, if a surrogate parent is needed to represent the student before that timeline, one must be assigned.

Surrogate Parent Training

A surrogate parent must complete an approved surrogate parent training program within 90 calendar days of his or her appointment. The training should consist of the following topics:

- the identification of a student with a disability;
- the collection of evaluation and re-evaluation data relating to a student with a disability;
- the admission, review, and dismissal (ARD) committee process;
- the development of an individualized education program (IEP), including the consideration of transition services for a student who is at least 14.
- the determination of least restrictive environment;
- the implementation of an IEP;
- the procedural rights and safeguards

Who can be a Surrogate Parent ?

An individual who is **not** an employee of

- The Texas Education Agency;
- The school district; or
- Any other agency that is involved in the education or care of the child. **(Including Residential Facilities personnel) .**

Who can be a Surrogate Parent ? (cont.)

A foster parent who is a school district or TEA employee can be a surrogate parent for his/her foster child as long as they do not have interests that conflicts with the child's interest.

Who can be a Surrogate Parent ? (cont.)

- An individual who has no personal or professional interest that conflicts with the interest of the child he or she represents;

- The individual has knowledge and skills that ensure adequate representation of the child.

What are my responsibilities as a Surrogate Parent?

The surrogate parent is to interact with the school in the *same manner* that **any parent** would. State law requires a surrogate to:

- Agree to complete a training program.
- Visit the child and the child's school on a regular basis.
- Consult with persons involved in the child's education.
- Review the child's educational records.
- Attend Admission, Review, and Dismissal (ARD) committee meetings.

What are my responsibilities as a Surrogate Parent? (cont.)

- Exercise independent judgment in pursuing the child's interests.
- Exercise the child's due process rights, when appropriate.
- Keep a record of all activities in accordance with the school district requirements for surrogates.

The Special Education Process

Developed by the Parent Coordination Network
Region 9 ESC * Updated 01/12

What is Special Education?

The purpose of the Individuals with Disabilities Education Improvement Act (IDEA 2004) is to ensure that all children with disabilities have available to them a free and appropriate public education (FAPE) **that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.**

What is meant by "Procedural Safeguards" ?

Procedural Safeguards refers to the rights and privileges afforded to students with disabilities and their parents. The school will give you a " ***Notice of Procedural Safeguards, Rights of Parents of Students with Disabilities***" at the time of initial referral, parental request for evaluation, the first occurrence of the filing of a complaint, and at your request.

An online copy of the Notice of Procedural Safeguards can be viewed at Region 18 ESC's Legal Framework.
www.esc18.net

Procedural Safeguards

The following topics are addressed in the Procedural Safeguards:

- Child Find
- Prior Written Notice
- Parental Consent
- Independent Educational Evaluation
- ARD Committee
- Discipline
- Educational Records
- Voluntary Private School Placement by Parents
- Private School Placements by Parents when FAPE is at Issue
- Transfer of Rights when a student turns 18
- Resolving Disagreements

Child Find

Child Find ensures that all children with disabilities residing in Texas who are in need of special education and related services including children with disabilities attending private schools are identified, located, and evaluated.

Prior Written Notice

Prior written notice to parents must be given before the school proposes or refuses to initiate or change a student's:

- Identification
- Evaluation
- Educational placement
- Free appropriate public education (FAPE)

When will I receive notice from the school?

Prior written notice to parent must be given at least five school days prior to the action.

A prior written notice must:

- describe the actions the school proposes or refuses to take;
- explain why the school is proposing or refusing the action;
- describe the evaluation procedure, assessment, record, or report the school used in deciding to propose or refuse the action (s).

A parent may select to receive notices via electronic mail (e-mail), if the school makes such an option available.

Parental Consent

There are certain activities under the IDEA that cannot take place unless the school obtains your consent. The school must fully inform you of all the information needed to be able to make a good decision including a description of the proposed activity. The information must be in your native language or other mode of communication. If there are records to be released, the school must list the records and to whom they will be released.

When will the school seek my written consent?

When the school seeks to:

- Conduct an initial evaluation
- Conduct any re-evaluation
- Place the student in a special education placement for the first time
- Change placement
- Release educational records
- Invite other agencies to the ARD meeting

May I revoke my consent for Special Education Services?

- As of December 31, 2008, you now have the right to revoke your consent for the continued provision of special education and related services to your child at any time after the initial provision of special education and related services.
- A parent's revocation of consent must be in writing.
- Once the school receives your written revocation, it must honor your decision.
- Before the school discontinues services, however, it must provide you with prior written notice that services will cease. (Notice must be given at least 5 school days in advance of discontinuation of services.)

Eligibility

There is a two-part test for determining whether a child is eligible for special education services:

(1) the child must have a disability, and

(2) as a result of the disability, the child must need special education services to benefit from education.

Steps to Eligibility

- Step 1: "Child Find" process
- Step 2: Interventions
- Step 3: Referral for evaluation
- Step 4: Full and Individual Evaluation (FIE) is conducted.
- Step 5: ARD Committee meeting: The ARD committee (which includes a parent or surrogate parent) reviews the evaluation results and determines if the student is eligible based on educational needs.

Child Find

Educators, parents, or family members may identify a child with a possible disability and request an evaluation for special education services.

Response to Interventions

The federal *No Child Left Behind Act of 2001 (NCLB) and the IDEA* direct schools to focus more on helping all children learn by addressing problems early on. Both laws stress the importance of providing high quality, scientifically-based instruction and interventions, and holding schools accountable for the progress of all students in terms of meeting grade level standards. This approach is called Response to Intervention (RtI), and the goal of the process is to identify children who are at-risk for not meeting grade-level standards and to intervene early.

The student's performance and progress are monitored to determine if the student needs to be referred for evaluation.

Referral for Evaluation

The school or parent may request an evaluation of the student when a disability is suspected.

The school must obtain prior written consent from the parent before conducting the initial evaluation to determine if the student has a disability and needs special education services.

Within 60 calendar days of receiving the parent written consent for evaluation, the district must complete the evaluation report.

Evaluation

The evaluation must be conducted by a team of qualified professionals and include the parent input.

The student will not be determined to be a child with a disability if he/she has not received appropriate instruction in reading, math, limited English proficient, or cultural or lifestyle factors.

After the evaluation is complete the ARD committee will meet within 30 calendar days to determine if the child has a disability and educational needs for special education services.

Disabilities Categories

Students are eligible when they are evaluated and found to have one or more of the following disabilities and an educational need (§89.1040):

- **Auditory Impairment**
- **Autism**
- **Deaf-Blind**
- **Emotional Disturbance**
- **Intellectual Disability (Mental Retardation)**
- **Multiple Disabilities**
- **Orthopedic Impairment**
- **Other Health Impaired**
- **Specific Learning Disability**
- **Speech or Language Impairment**
- **Traumatic Brain Injury**
- **Visual Impairment and Blindness**
- **Non-categorical early childhood ages 3-5**

Evaluation data and how it is used

The school will use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining

- whether the child is a child with a disability; and
- the content of the child's IEP (Individual Education Program), including information related to enabling the child to be involved and progress in the general education curriculum.

Evaluation data may include

- Tests of intelligence
- Tests of achievement level
- Psychological tests
- Tests of the child's speech/language abilities
- Medical evaluations
- Grades
- Conduct reports
- Information from teachers
- Information from parents

What is my role in connection with evaluation data?

Upon completion of the evaluation, and if the child is found to be a child with a disability, you will be asked to give consent for special education services and placement.

If you refuse to consent to services, the local education agency shall not provide special education and related services to the child.

When the evaluation is complete, review it carefully

- Ask questions.
- Understand what the conclusions and recommendations are.
- Understand why those conclusions and recommendations are being made.
- If you disagree with the school's evaluation, you have the right to obtain an "Independent Educational Evaluation" (IEE).

How often is a student evaluated?

A re-evaluation shall not occur more than once a year unless you and the school agree otherwise; and will be conducted every three years.

As part of any re-evaluation, a group that includes the ARD committee members, and other qualified professionals, as appropriate, shall conduct a review of existing evaluation data (REED). They may agree to continue eligibility without additional testing.

Parents have the right to request an evaluation be conducted. (§CFR300.305)

Re-evaluation

Review of existing evaluation data should include, but not be limited, to:

- Previous Evaluation (e.g. Full and Individual Evaluation-FIE and Review of Existing Evaluation Data-REED) information provided by you.
- Current classroom-based assessments and observations.
- State testing results
- Discipline and attendance data
- Updated sociological information which should include information from you.

The results of the re-evaluation will be used to determine:

- Whether the student continues to have a disability
- Present levels of educational performance
- Special education and related services
- Specific services needed to meet the IEP and participate in the general education curriculum.

What is an ARD Meeting?

ARD stands for "Admission, Review and Dismissal."

- The ARD Committee determines a student's eligibility to receive special education services and develops the individualized education program (IEP) of the student.
- ARD committees make most of the key decisions about special education services and general education placement.
- Each student has his or her own ARD committee.

The ARD committee consists of :

- Teachers (general and special education)
- Person knowledgeable about evaluation data
- Administration representative
- Other persons who may be helpful to the committee
- You, as the surrogate parent
- The student should be invited to attend
- Adult student
  - The adult student may invite his/her former surrogate parent or anyone else to attend the ARD meeting to assist him/her.

ARD Committee members

An ARD committee member's attendance may not be necessary if the member's area of curriculum or related services is not being modified or discussed in the meeting.

An excusal can only take place if you agree in writing to allow the member not to attend part or all of the ARD meeting.

ARD Committee members (cont.)

A member may not be excused from attending part or all of the meeting when the meeting involves a modification or discussion of the member's area of related services.

If you and the IEP team consent to excusal, the member must submit in writing recommendations to you and other members of the ARD committee, and provide input into the development of the IEP prior to the meeting.

You must give written consent for excusal.

The ARD Committee

- Develops, reviews, revises the student's Individualized Education Program (IEP).
- Develops annual goals and objectives for the student.
- Selects appropriate accommodations or curriculum modifications for the student.
- Determines the student's placement.
- Determines the appropriate state assessment for the student.

The ARD Committee (cont.)

- Determines the specific services the student needs.
- Changes to a student's IEP, after the annual ARD meeting for a school year, may be made without convening an ARD if you agree. The school will amend the current IEP and provided you a copy of the amended IEP.
- The ARD committee must meet to consider any proposed "change of placement."

When you go to the ARD meeting

Have a good idea of what the purpose of the meeting is.

Be clear who is in attendance.

You have the right to bring other people who you believe have knowledge or expertise about your child. Let the school know in advance.

Take an active part

- Provide input
- Ask questions

Make sure you have copies of documents you need to fully participate.

What is my role in the ARD process?

Attend and look after the student's interest at the meeting.

You can ask for an ARD meeting whenever you believe it is needed. Remember, that many problems or concerns can be handled outside of the ARD process (e.g. in a parent conference.)

The meeting is to be held at a time and place mutually agreeable to you and school officials.

The school must give you notice of an ARD meeting at least five school days before the meeting.

What does "Least Restrictive Environment (LRE)" mean?

Least Restrictive Environment refers to the "placement" or "instructional arrangement" in which the student is served. Students with disabilities have a right to be educated in the least restrictive environment and have access to the general education curriculum.

The ARD committee decides on the student's placement.

More restrictive means less contact with non-disabled students.

Requirements of Individualized Education Program (IEP)

- The student's present levels of academic and functional performance (PLAAFP)
- Annual goals, both academic and functional goals
- Special education and related services to be provided
- Supplementary aids and services to be provided
- Program modifications and supports

Requirements of Individualized Education Program (IEP) (cont.)

- Extent of participation with non-disabled students
- How the child's progress toward meeting the annual goals will be measured
- When periodic progress reports will be provided to the parents
- Extended School Year services (ESY)
- Discipline
- Transition services
- Frequency, duration, and location for all educational and related services

Requirements of Individualized Education Program (IEP) (cont.)

Select appropriate statewide assessments

- TAKS, TAKS Accommodated, STAAR
- TAKS Modified (TAKS-M), TAKS Alternate (TAKS - Alt.), STAAR Modified, or STAAR ALT

Short term objectives or benchmarks for children who take alternate assessments.

A statement must indicate why the ARD committee selected a particular alternate assessment, and why it is appropriate for the child.

What is my role in developing and reviewing an IEP?

- Take an active interest
- Make recommendations that will benefit the student.
- Ask questions
- If you disagree, "speak up," letting the school know why, and what you would like done to remedy the problem.

Development, review and revision of IEP
34CFR §300.324

However, eligibility and placement decisions cannot be changed without an ARD meeting. Once the annual ARD meeting has been held, and an annual IEP is developed, the parent of a child with a disability and the school may agree not to convene an ARD meeting for the purpose of making any changes, and instead may develop a written document to amend or modify the child's current IEP. The IEP can be changed without an ARD meeting.

You and the school must agree to change the IEP.

If changes are made to the child's IEP, the school must ensure that the child's ARD committee is informed of those changes

What is my role in the implementation of the IEP?

If you have reason to suspect the IEP is not being properly implemented, express your concerns to the school.

School district personnel have the responsibility of implementing the IEP.

The law establishes surrogate parents as an additional protection for the student. You have the same rights as parents.

Review the Procedural Safeguards.

At the conclusion of the meeting…

You will be asked if you agree or disagree with the recommendations and IEP.

If you disagree, share the item(s) in which you disagree and the reason why.

If consensus is still not reached, consider accepting the 10-day recess you will be offered.

Be sure you understand what will happen next.

Special Factors

The ARD Committee may need to address the following special factors for some students.

- Behavior
- Communication
- Limited English Proficiency
- Opportunities for direct communications with peers and professional personnel in the student's language and communication mode
- Appropriate reading and writing media and an evaluation of the student's future needs for instruction in Braille
- Assistive Technology
- Autism

Can a school take disciplinary actions that can change a student's placement?

School officials may remove your child from the placement if your child violates the code of conduct. This removal can be to an appropriate interim alternative educational setting, another setting, or suspension.

The authority of school officials to order such a removal is limited to no more than ten consecutive school days, except for *special circumstances/situations*. In ordering the removal of your child with a disability, school officials must apply the same standards and follow the same procedures that apply to the general education student.

Can a school take disciplinary actions that can change a student's placement? (cont.)

If a student violates the student code of conduct, and the school is recommending a change of placement, within 10 school days, the ARD committee must convene and determine if the student's conduct was caused by direct and substantial relationship to the student's disability, or a direct result of the school's failure to implement the IEP. (Manifestation Determination ARD)

Can a school take disciplinary actions that can change a student's placement? (cont.)

A school is permitted to remove a student with a disability to an alternative educational setting for not more than 45 calendar days without regard to whether the behavior is determined to be caused by the student's disability, in cases where a student:

- Carries or possesses a weapon at school, on school premises, or at a school function
- Knowingly possesses or uses illegal drugs, or solicits the sale of controlled substance, while at school, on the school premises, or at a school function.
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Extended School Year Services

If a student requires a significant amount of time to recoup mastered skills, the ARD committee should discuss whether the student needs extended educational and/or related services during the long school breaks. (summer or holidays)

Transition Planning

Appropriate state transition planning under the procedure adopted under Section 29.011 must begin for a student not later than when the student reaches **14 years of age.**

The procedures must specify the manner in which a student's admission, review, and dismissal committee must ***consider, and if appropriate, address the following issues in the student's individualized education program:***

(1) appropriate student involvement in the student's transition to life outside the public school system;

(2) if the student is younger than 18 years of age, appropriate parental involvement in the student's transition;

Transition Planning (cont.)

(3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled;

(4) any postsecondary education options;

(5) a functional vocational evaluation;

(6) employment goals and objectives;

(7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments;

(8) independent living goals and objectives; and

(9) appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

What are Transition Services ?

Transition services" means a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability, to facilitate the child's movement from school to post-school activities, including:

- post-secondary education;
- vocational education;
- integrated employment (including supported employment);
- continuing and adult education; adult services;
- independent living; or
- community participation

Transition Services (cont.)

Are based on the individual child's needs, taking into account the child's strengths, preferences and interests; and includes:

- instruction
- related services
- community experiences
- the development of employment
- other post-school adult living objectives
- when appropriate, acquisition of daily living skills
- and when appropriate, functional vocational evaluation

Transition Services (cont.)

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter, the IEP must include:

- Appropriate measurable post-secondary goals based upon age-appropriate transition assessment related to training, education, employment, and independent living skills, where appropriate;
- Transition services needed to assist the child in reaching those goals, including courses of study.

Transition Services (cont.)

In Texas, the ARD committee must consider, and if appropriate, integrate the following areas into the development of the student's IEP:

- Student involvement in transition
- Parent involvement in child's transition (before and after 18)
- Any post-secondary education options
- Functional vocational evaluation
- Employment goals and objectives
- Independent living skills goals and objectives
- Availability of age-appropriate instructional environments (after age 18)
- Referral to government agency or other service providers, with written parental approval.

The ARD committee develops a course of study that will assist the student in reaching his or her post-secondary goals.

What is my role in developing and reviewing Transition services?

- Help the student plan for life as an adult.
- Encourage the student to actively participate.
- Help the student understand the importance of planning for life after high school.
- Ask questions

What are the Graduation Options for Students receiving Special Education Services ?

In Texas, there are several graduation options for students receiving special education services:

Option 1 (TAC §89.1070(b)(1)) :

- The student completes the district minimum curriculum and credit requirements for graduation and passes the state wide assessment .
- Students will be eligible to graduate under the Minimum, Recommended or Distinguished Achievement programs.

Graduation Options (cont.)

Option 2 (TAC §89.1070(b)(2)) :

- The student completes the district minimum curriculum and credit requirements for graduation and participates in required state assessments. The student's ARD committee shall determine whether passing the state assessment will be required for graduation.

- Students will be eligible to graduate under the Minimum High School plan.

Graduation Options (cont.)

Option 3 (TAC §89.1070(b3)):

- The student meets the district minimum credit and curriculum requirements and completes his or her IEP requirements and meets one of the following conditions:
  - graduates through full time employment
  - demonstrates mastery specific employability skills or self-help skills; or
  - has access to services , employment, or education outside the realm of public education

Option 3 Graduates (cont.)

Students will be eligible to graduate under the Minimum High School plan.

(TAC §89.1070(f))

- For students who receive a diploma according to subsection (b)(3), the ARD committee shall determine needed educational services upon the request of the student or parent to **resume services**, as long as the student meets the age eligibility requirements.

Graduation Options (cont.)

Option 4 (TAC §89.1070(b4))

- **The student no longer meets age eligibility** requirements and has completed the requirements specified in the IEP.

- Students will be eligible to graduate under the Minimum High School plan.

Graduation Ceremony Participation for Non-Graduates

The state of Texas allows high school students receiving special education services to participate in graduation ceremonies if they have been in high school for four years and not completed graduation requirements.

- Parents will be notified their child is eligible to participate in the ceremony. The parents may decide to allow or not allow their child to participate.
- The students will receive a certificate of attendance and not a diploma.
- The students will continue with their education.
- The student can only participate in 1 graduation ceremony.

Link for more information:
http://ritter.tea.state.tx.us/special.ed/guidance/sb673.html

Summary of Performance

When a student's eligibility is terminated due to receipt of a regular high school diploma, or no longer being eligible because of age, the school will provide the student with a summary of the student's academic achievement and functional performance which shall include recommendations on how to assist the student in meeting his or her post-secondary goals.

What is the Transfer of Rights?

- Beginning not later than one year before a student reaches the age of majority under the state law, age 18, the IEP must include a statement that the child has been informed of the student's rights, and if any that will transfer to him or her on reaching the age of majority.

- The student's (IEP) must include a statement that the student has been informed, unless the student's parent or other individual has been granted guardianship of the student under the Probate Code.

- All rights granted to the parent under the Individuals with Disabilities Education Act (IDEA), Part B, other than the right to receive any notice required under IDEA, Part B, will transfer to the student upon reaching age 18.

What can I do if I am dissatisfied with the program or services?

1. Contact someone at the school to address your concerns.
2. Ask for an ARD meeting.
3. Request a facilitated ARD meeting,
4. Seek mediation through TEA or meet with a disinterested third party.
5. Be willing to participate in a resolution meeting with the school,
6. File for an impartial special education due process hearing.

What happens when I ask for mediation?

- A trained mediator travels to your community.
- Mediation must be entered into voluntarily by both sides.
- Mediation can lead to an agreed solution enforceable through the judicial process.

- Link for more information: http://ritter.tea.state.tx.us/special.ed/medcom/medinfo.html

What is a Disinterested Party?

A district may establish procedures to offer parents and schools that choose not to use the mediation process, an opportunity to meet, at a time and location convenient to the parents, with a disinterested party who is under contract with—

- a parent training and information center, or community parent resource center in the State established under federal guidelines
- an appropriate alternative dispute resolution entity, to encourage the use, and to explain the benefits, of the mediation process to the parents.

What is a Resolution Meeting?

- Upon filing for an impartial due process hearing, the school shall convene a resolution meeting with you and relevant members of the ARD committee
- The resolution meeting allows you to discuss your due process hearing request and the facts that form the basis of the due process hearing, and the school is provided the opportunity to resolve the due process hearing request.
- If you and the school agree in writing to waive such a meeting or to use mediation, the resolution meeting isn't required.

What happens when I file a complaint with TEA?

- You must file a complaint complying with the applicable IDEA requirements:
- The person who investigates your complaint will need specific information and will contact you and the school.
- You can contact the Division of Complaints Management toll-free Parent Information Line at 1 800-252-9668.
- When sending a written Special Education complaint, address your letter to:

  Texas Education Agency

  Division of Federal & State Education Policy

  170l N. Congress

  Austin, TX 78701-1494

Link for more information:
http://www.tea.state.tx.us/index2.aspx?id=2147498481

What happens when I ask for a due process hearing?

You must file a request complying with TEA's rules for such requests.

An impartial hearing officer is appointed. He or she will conduct the hearing in your community.

The hearing officer will contact you and probably will seek a "pre-hearing conference."

What happens when I ask for a due process hearing ? (cont.)

The hearing officer is required to render a written decision no later than 45 calendar days after the date TEA receives your request.

The timeline can be extended by the hearing officer if both parties agree.

The hearing officer's decision is final unless a party appeals the decision to a state or federal court.

Link for more information: http://www.tea.state.tx.us/index2.aspx?id=2147497560

Where can I get help understanding the Special Education Process?

The district's Special Education Director

Your student's teacher

Your regional Education Service Center

Texas Education Agency

The Legal Framework http://framework.esc18.net

Texas Project FIRST www.texasprojectfirst.org

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Contact person: Pam Humphrey – pam.humphrey@esc9.net

Individualized Plan to Fade One on One Support

Student _____ Date _____

Define the role

Date started	Date progressed	Step
		Provide 1-1 instruction
		Prompt to gain compliance with teacher instruction
		Deliver reinforcers
		Provide prompting for social interactions
		Modify classroom assignments
		Implement behavior intervention plan
		Collect Data
Instructions:		

Classroom Interactions with Student

Date started	Date progressed	Step
		Physical prompts required for student to participate in classroom activities.
		Gestural prompts required for student to participate in classroom activities.
		Visual prompts required for student to participate in classroom activities.
		Teacher must repeat about ½ of classroom instruction to student.
		Follows most classroom activities with group instructions.
Instructions:		

Proximity to Student

Date started	Date progressed	Step
		Within arms reach, continuously observes
		Within 2 steps, continuously observes
		Within same room, continuously observes
		Moves in and out of room, gone for no more than 10 continuous minutes
		Moves in and out of room, gone for no more than 30 continuous minutes
		Moves in and out of room, gone for entire class periods
Instructions:		

Social Interactions with Peers:

Date started	Date progressed	Step
		Parallel play with peers
		Interactive play with peers
		Responds to peer initiation to play
		Initiates play with peer
		Enters group games/activities
Instructions:		

Participation in Group Instruction:

Date started	Date Progressed	Step
		Location of student
		Sitting at isolated desk
		Sitting at desk in group of 2 or 3
		Sitting at desk in group of other students
		Sitting at work table beside other students
		Location of teacher
		Sitting at desk with student
		Sitting 1 foot from desk facing student
		Sitting 3 feet from desk facing student, occasionally stands
		Stands or sits 5 feet from desk, facing student
		Stands 5 – 10 feet from desks facing students
		Location and type of presentation of materials
		Presents materials on student desk
		Presents materials on easel or another table/desk within reach of student
		Presents materials on boards, easels, tables
		Presents materials on boards, easels, tables easily visible by students
		Type of prompt used
		Simple verbal and physical prompts, as necessary
		More complex verbal prompts and gestures
		Simple, natural language prompts
		Natural language instructions directed at group
		Natural language prompts, embeds instructions in multi-part sentences, directed at group
		Location of student performance
		Makes responses at desk
		Makes occasional responses away from desk
		Makes responses at desk, while standing, and next to teacher
		Makes responses at desk, while standing, away from desk, and next to teacher
		Makes responses from any place in classroom
Instructions:		

Reinforcement system:

Date started	Date progressed	Step
		Tangible reinforcer at a rate greater than 1 every 15 minutes
		Token reinforcer at a rate greater than 1 every 15 minutes
		Token reinforcer at a rate between 15 and 30 minutes
		Token reinforcer at a rate of 4 or less times per school day
		Reinforcement system of the classroom with no special modifications
Instructions:		

Neuhaus

General Education Setting

Both Programs

Orton-Gillingham based
(researched based approach)
Multi-sensory
Structured
Language based
Sequential
Cumulative

Project Read

Special Education Setting

Neuhaus Addresses:

Fluency
Phonology
- Oral Language
- Phonics
- Decoding

Reading
- Word Coding
- Sorting & Classifying

Spelling
- Decoding/Finger Spelling
- Sorting & Clssifying
- Sentence Dictation

Extended Reading
- Comprehension
- Graphic Organizers
- Interactive Story Boards
- Oral Language

Instructional Setting:

Taught by a teacher trained in Neuhaus Methodology (Reading Specialist)

Services provided to both General Education (Section 504 Dyslexia students) and Special Education students. Special Education students have IEP addressing deficit in reading.

Minimal 45 min/4 days a week.

Progress monitoring: Fluency, Spelling, every 10 days and Mastery Checks after 25 lessons.

Project Read Addresses:

Phonology
- Oral Language
- Phonics & Linguistics
- Story Mapping
- Sentence Building
- Decoding
- Word Building
- Fluency
- Spelling

Written Expression
- Graphic Sentence Symbols
- Graphic Sentence Frame
- Punctuation/Capitalization
- Sentence Mobility
- Editing

Reading Comprehension
- Graphic Organizer
- Interactive Story Boards
- Genre Wheel
- Sorting & Classifying
- Study & Test taking skills

Instructional Setting:

Taught by a special education teacher trained in Project Read Methodology.

Services provided to Special Education students.

Student must have an IEP addressing deficits in one area of reading.

Progress monitoring: Beginning of Year, Middle of Year and End of the Year, and unit assessments (based on student need).

Contact Information

Ronje Gonzales
Section 504/Dyslexia Coor.
281-634-1242

Kimberly Davidson
Elementary SpEd Program Mgr.
281-634-2128

Yuvonne Fields
Secondary SpEd Program Mgr.
281-634-5049

Project Read Progress Summary

Student: _ Grade: _ Campus: _ SPED Teacher: _ School Year: _

BOY	**Phonics** **(Basic Reading)** ☐ Student was not utilizing this strand at this time of year	Phonics Pre- Assessment out of 200 pts Date	Ren 360 BOY Reading Screener GE= *-Or-* Early Literacy	If applicable BOY DRA= PAPI= Other=
BOY	**Comprehension** **(Report Form)** ☐ Student was not utilizing this strand at this time of year	Comprehension Unit # started Date started	Comments:	If applicable BOY Brigance= Other=
BOY	**Writing** **(Framing Your Thoughts)** ☐ Student was not utilizing this strand at this time of year	Writing Unit # started Date started	Comments**:**	If applicable BOY Brigance= Other=

PROGRESS
Unit Mastery Checks

Unit # Mastery check out of points	Unit # Mastery check out of points	Unit # Mastery check out of points	Unit # Mastery check out of points
Unit # Mastery check out of points	Unit # Mastery check out of points	Unit # Mastery check out of points	Unit # Mastery check out of points
Unit # Mastery check out of points	Unit # Mastery check out of points	Unit # Mastery check out of points	Unit # Mastery check out of points
Unit # Mastery check out of points	Unit # Mastery check out of points	Unit # Mastery check out of points	Unit # Mastery check out of points
Phonics Unit # 2-8 Cumulative Mastery check out of 40 points	**Phonics Unit # 2-17 Cumulative** Mastery check out of 60 points	**MOY R 360** Reading Screener GE= Early Literacy	**MOY other** DRA= PAPI= Other=

EOY	**Phonics** **(Basic Reading)** ☐ Student was not utilizing this strand at this time of year	Phonics Post- Assessment out of 200 pts Date	Ren 360 EOY Reading Screener GE= *-Or-* Early Literacy	If applicable EOY DRA= PAPI=
EOY	**Comprehension** **(Report Form)** ☐ Student was not utilizing this strand at this time of year	Comprehension Unit # completed Date ended	Comments:	If applicable BOY Brigance= Other=
EOY	**Writing** **(Framing Your Thoughts)** ☐ Student was not utilizing this strand at this time of year	Writing Unit # completed Date ended	Comments**:**	If applicable BOY Brigance= Other=

FORTBEND ISD
Reading/Dyslexia Summary

District Behavior Support Referral Form

Student Name: Grade:

Home Campus: Current Campus:

Program:

Special Ed. Teacher: General Ed. Teacher(s):

	Yes	No	Comments	Initials
LSSP Responsibility				
1. Is there a Functional Behavior Assessment in place with a Behavior Intervention Plan that has been developed by a LSSP?			If no, obtain consent and develop.	LSSP
2. Have interventions been implemented with fidelity (Teacher's Encyclopedia of Behavior Management; Interventions or another research-based intervention recommended by LSSP) for at least 3-4 consecutive weeks?			If no, stop and put in place and provide training if needed. If yes, intervention_____ (specify)	LSSP
3 Has data been collected on intervention(s) for a minimum of 3-4 weeks with fidelity?			If yes, have any patterns or trends been observed? Please describe. Attach a summary or graph if available.	LSSP
4. Staffing with Coordinator to review data.			Staffing includes Campus Based LSSP, administrator, Coordinator, and other personnel as appropriate.	LSSP
Referral Checklist				
• Current FBA/BIP (# 1) • Intervention data (#2) • Any LSSP observation(s) and recommendation(s) • IEP Progress Report(s)			Missing/Incomplete Items	Assistant Director

Please submit all referrals for District Behavior Support with supporting documentation to Dr. Deena Hill, Executive Director of Special Education. **If student behaviors are severe and safety is a major concern, Dr. Hill may be contacted to request district support.

FORT BEND INDEPENDENT SCHOOL DISTRICT

SAFETY INCIDENT FOLLOW-UP REPORT

PART I Supervisor Complete Complete Investigation & Corrective Action Plan within 5 Business Days

Name of Employee: _____ Emp. #

Date of Injury: _____

Type of Incident: _____

School: _____

Supervisor: _____

ACTION STEPS:

- Interview Employee
- Determine ROOT CAUSE of incident
- Corrective Action Plan for Employee
- Signature / Supervisor Signature
- Send copy of form to Gary Gamble via email
- Take photos

Description of Incident: _____

PART II Supervisor check all that apply

Unsafe Acts	Unsafe Conditions	Corrective Action
__ Improper lifting, pushing, pulling	__ Slippery floors/stairs/area	__ Employee Counseling
__ Improper use of tools/equipment	__ Defective floors/stairs/area	__ Employee Instruction
__ Operating without authority	__ Inadequate lighting	__ Employee Retraining
__ Failure to wear PPE	__ Lack of PPE	__ Disciplinary Action
__ Lack of Safety Awareness	__ Poor housekeeping	__ Remove equipment
__ Lack of training	__ Defective equipment	__ Repair equipment
__ Distractive action/horseplay, phone	__ Unsafe design	__ Eliminate condition
__ Failure to follow safe work practices	__ Unsafe procedures	__ Repair/fix condition
__ Unsafe actions	__ Improper machine guarding	__ Pothole repair
__ Tools/equipment altered	__ Improper footwear	__ Building repair
__ Other	__ Other	__ Provide PPE
		__ Other

PART III Supervisor Complete This Section (Use Back of Form for Additional Comments)

CORRECTIVE ACTION PLAN (Complete Action Plan within 5 business days) (Send copy to Gary Gamble)

1. Date Completed: _____

2. Date Completed: _____

3. Date Completed: _____

Employee: _____ Date: _____

Supervisor: _____ Date: _____

FORT BEND INDEPENDENT SCHOOL DISTRICT
Procedures: Video Surveillance of Special Education Settings
APPENDIX

Form A: Request for Video Surveillance
Form B: Response to Request for Video Surveillance
Form C: Notice of Video Surveillance
Form D: Incident Complaint and Request to Access Video Surveillance
Form E: Response to Complaint and Request to Access Video Surveillance

FORT BEND INDEPENDENT SCHOOL DISTRICT
Video Surveillance of Special Education Settings Procedures

Pursuant to Section 29.022, Texas Education Code ("TEC"), as added by S.B. 507, 84th Texas Legislature, Regular Session, 2015 and 19 § T.A.C. 103.1301, the following Procedures apply to video surveillance of special education settings:

I. GENERAL REQUIREMENTS

Authority
The following Procedures are required pursuant to 19 T.A.C. § 103.1301(g).

Governing Law
Video surveillance of special education settings is subject to TEC § 29.022, 19 § T.A.C. 103.1301, and these Procedures. Nothing under these Procedures limits the access of a student's parent to an educational record regarding the student under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g) ("FERPA") or other law. To the extent any provisions in TEC § 29.022, 19 § T.A.C. 103.1301, or these Procedures conflict with FERPA or other federal law, federal law prevails. These Procedures are subject to change upon release of the Attorney General's Opinion Regarding Texas Education Code 29.022 (RQ-0103-KP).

Purpose
Video surveillance is for the purpose of promoting student safety in certain self-contained classrooms and other special education settings.

Background
Beginning with the 2016-2017 on the request of a parent, trustee, or staff member, the District must provide video equipment, including video cameras with audio recording capabilities, to campuses in accordance with TEC § 29.022 and 19 T.A.C. § 103.1301. Campuses that receive the equipment must place, operate, and maintain video cameras in certain self-contained classrooms or other special education settings. Video recordings are confidential and may only be released for viewing to certain individuals as defined by statute.

Reporting to Administration
The District will send updates to the Superintendent and the Board of Trustees at the end of each month regarding matters related to S.B. 507 that occurred during that month. In particular, the District will inform the Superintendent and the Board of:

- The receipt of any request for camera installation, including the date received and the location requested;
- The outcome of any request for camera installation (i.e., whether approved or denied); and/or
- The installation of video equipment, including the expected start date of surveillance if known.

Retention Requirements

While the Texas Education Code only requires that the District retain video recordings for at least six months after the date the video was recorded, **the District shall retain video recordings for seven months on a rolling basis.**

Liability for Non-Compliance

TEC § 29.022 does not waive any immunity from liability of a school district, its officers, and its employee nor does TEC § 29.022 create any liability for a cause of action against a school district, its school officers, or its employees.

Definitions

The following definitions apply when used in these Procedures:

A. Parent:

- A person described in TEC § 26.022, whose child receives special education and related services for at least 50% of the instructional day in the Self-Contained Classroom or Other Special Education Setting; or
- A student who:
    - receives special education and related services for at least 50% of the instructional day in the Self-Contained Classroom or Other Special Education Setting; and
    - is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Texas Family Code ("TFC"), Chapter 31, unless the student has been determined to be incompetent or the student's rights have been otherwise restricted by a court order.

B. Staff Member

- A teacher, related service provider, paraprofessional, or educational aide assigned to work in the Self-Contained Classroom or Other Special Education Setting; or
- The principal or an assistant principal of the campus at which the Self-Contained Classroom or Other Special Education Setting is located.

C. Trustee

- A member of the school district's board of trustees or a member of the Open-Enrollment Charter School's governing body.

D. Open-Enrollment Charter School

- A charter granted to a charter holder under TEC §§ 12.101 or 12.152, identified with its own county district number.

E. Self-Contained Classroom

- A classroom on a regular school campus (i.e., a campus that serves students in general education and students in special education) of a school district or an Open-Enrollment Charter School in which a majority of the students in regular attendance are provided special education and related services and have one of the following instructional arrangements/settings described in the Student Attendance Accounting Handbook:
    - self-contained (mild/moderate/severe) regular campus;
    - full-time early childhood (pre-school program for children with disabilities) special education setting;

- residential care and treatment facility—self-contained (mild/moderate/severe) regular campus;
- residential care and treatment facility—full-time early childhood special education setting;
- off home campus—self-contained (mild/moderate/severe) regular campus; or
- off home campus—full-time early childhood special education setting.

F. Other Special Education Setting

- A classroom on a separate campus (i.e. a campus that serves only students who receive special education and related services) of a school district or open-enrollment charter school in which a majority of the students in regular attendance are provided special education and related services and have one of the following instructional arrangements/settings described in the Student Attendance Accounting Handbook:
  - residential care and treatment facility—separate campus; or
  - off home campus—separate campus.

G. Video Camera

- A video surveillance camera with audio recording capabilities.

H. Video Equipment

- One or more Video Cameras and any technology and equipment needed to place, operate, and maintain Video Cameras as required by TEC § 29.022 and 19 T.A.C. § 103.1301.

I. Incident

- An event or circumstance that:
  - involves alleged "abuse" or neglect," as those terms are described in TFC § 261.001, of a student by an employee of the school district or charter school or alleged "physical abuse" or "sexual abuse," as those terms are described in TFC § 261.410, of a student by another student; and
  - allegedly occurred in a self-contained classroom or other special education setting in which video surveillance under TEC § 29.022 and 19 T.A.C. § 103.1301.

J. Abuse

- As defined in TFC § 261.001(1), means the following acts or omissions by a school district employee:
  - mental or emotional injury to a child that results in an observable and material impairment in the child's growth, development, or psychological functioning;
  - causing or permitting the child to be in a situation in which the child sustains a mental or emotional injury that results in an observable and material impairment in the child's growth, development, or psychological functioning;
  - physical injury that results in substantial harm to the child, or the genuine threat of substantial harm from physical injury to the child, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline by a parent, guardian, or managing or possessory

conservator that does not expose the child to a substantial risk of harm;

- failure to make a reasonable effort to prevent an action by another person that results in physical injury that results in substantial harm to the child;
- sexual conduct harmful to a child's mental, emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of young child or children under Section 21.02, Penal Code, indecency with a child under Section 21.11, Penal Code, sexual assault under Section 22.011, Penal Code, or aggravated sexual assault under Section 22.021, Penal Code;
- failure to make a reasonable effort to prevent sexual conduct harmful to a child;
- compelling or encouraging the child to engage in sexual conduct as defined by Section 43.01, Penal Code, including compelling or encouraging the child in a manner that constitutes an offense of trafficking of persons under Section 20A.02(a)(7) or (8), Penal Code, prostitution under Section 43.02(b), Penal Code, or compelling prostitution under Section 43.05(a)(2), Penal Code;
- causing, permitting, encouraging, engaging in, or allowing the photographing, filming, or depicting of the child if the person knew or should have known that the resulting photograph, film, or depiction of the child is obscene as defined by Section 43.21, Penal Code, or pornographic;
- the current use by a person of a controlled substance as defined by Chapter 481, Health and Safety Code, in a manner or to the extent that the use results in physical, mental, or emotional injury to a child;
- causing, expressly permitting, or encouraging a child to use a controlled substance as defined by Chapter 481, Health and Safety Code;
- causing, permitting, encouraging, engaging in, or allowing a sexual performance by a child as defined by Section 43.25, Penal Code; or
- knowingly causing, permitting, encouraging, engaging in, or allowing a child to be trafficked in a manner punishable as an offense under Section 20A.02(a)(5), (6), (7), or (8), Penal Code, or the failure to make a reasonable effort to prevent a child from being trafficked in a manner punishable as an offense under any of those sections.

K. Neglect

- the following acts or omissions by a school district employee:
  - placing a child in or failing to remove a child from a situation that a reasonable person would realize requires judgment or actions beyond the child's level of maturity, physical condition, or mental abilities and that results in bodily injury or a substantial risk of immediate harm to the child;

- failing to seek, obtain, or follow through with medical care for a child, with the failure resulting in or presenting a substantial risk of death, disfigurement, or bodily injury or with the failure resulting in an observable and material impairment to the growth, development, or functioning of the child;
- the failure to provide a child with food, clothing, or shelter necessary to sustain the life or health of the child, excluding failure caused primarily by financial inability unless relief services had been offered and refused;
- placing a child in or failing to remove the child from a situation in which the child would be exposed to a substantial risk of sexual conduct harmful to the child; or
- placing a child in or failing to remove the child from a situation in which the child would be exposed to acts or omissions that constitute abuse under Subdivision (1)(E), (F), (G), (H), or (K) committed against another child; or

- the failure by the person responsible for a child's care, custody, or welfare to permit the child to return to the child's home without arranging for the necessary care for the child after the child has been absent from the home for any reason, including having been in residential placement or having run away.
- Neglect does not include the refusal by a person responsible for a child's care, custody, or welfare to permit the child to remain in or return to the child's home resulting in the placement of the child in the conservatorship of the department if:
  - the child has a severe emotional disturbance;
  - the person's refusal is based solely on the person's inability to obtain mental health services necessary to protect the safety and well-being of the child; and
  - the person has exhausted all reasonable means available to the person to obtain the mental health services described above.

L. Physical Abuse

- Physical injury that results in substantial harm to the child requiring emergency medical treatment; or
- Failure to make a reasonable effort to prevent an action by another person that results in physical injury that results in substantial harm to the child.

M. Sexual Abuse

- sexual conduct harmful to a child's mental, emotional, or physical welfare; or
- failure to make a reasonable effort to prevent sexual conduct harmful to a child.

II. REQUESTING VIDEO SURVEILLANCE

Who may Request

A Parent, Trustee, or Staff Member may request video surveillance.

How to Request

An eligible individual may request video surveillance by submitting the Form A, Request for Video Surveillance[1], to Dr. Hill in accordance with the instructions found on Form A. **A request for video surveillance is only valid for one school year. If the requestor wishes to continue surveillance beyond that time period, the requestor must submit another request for the next year.**

The completed request must be signed and must contain, at a minimum, the following information:

1. Name of requestor;
2. Status of requestor (*i.e.*, Parent, Trustee, or Staff member); and
3. Campus(es) and Classroom(s)/Setting(s) subject to the request.

Eligibility for Video Surveillance

The District **must** provide Video Equipment, including one or more Video Cameras with audio recording capabilities, to campuses when requested to do so pursuant to TEC § 29.022 and 19 T.A.C. § 103.1301. To trigger the District's obligations, the following conditions must be met:

1. The Requestor must be either a:
    a. Parent;
    b. Trustee; or
    c. Staff Member; and
2. The request must be for video surveillance at a campus that has a:
    a. Self-Contained Classroom; or
    b. Other Special Education Setting.

Exclusions

1. The District has **no** obligation to provide Video Equipment to:
    a. A campus of another district;
    b. A charter school; or
    c. A non-public school.
2. In addition, the following are not subject to the requirements of TEC § 29.022:
    a. The Texas School for the Deaf;
    b. The Texas School for the Blind and Visually Impaired;
    c. The Texas Juvenile Justice Department; and
    d. Any other state agency that provides special education and related services to students.

Duration of Surveillance Obligation

A request for video surveillance, if approved, obligates the District to provide the video surveillance for that school year only. A separate request must be submitted to trigger the District's obligations under Senate Bill 507 for each successive year.

[1] All forms referenced in these Procedures may be found in the Appendix attached hereto.

District Steps upon Request for Video Surveillance

Upon receipt of a request for video surveillance, the District shall:

1. Notify the requestor of receipt using Form B, Response to Request for Video Surveillance.
2. Review the request to determine eligibility (*i.e.*, is the requestor a Parent, Trustee, or Staff Member, and does the requested campus(es) and classroom(s)/setting(s) meet the criteria for a Self-Contained Classroom or Other Special Education Setting?).
3. After the request is reviewed for eligibility, send the requestor written notice of the District's decision using Form B, Response to Request for Video Surveillance.
4. Contact the appropriate personnel to facilitate installation.
5. Before surveillance begins, send advance written notice to the affected Staff Member(s) and Parents that video and audio surveillance will be conducted in the Classroom or Setting using Form C, Notice of Video Surveillance. You may not operate the Video Equipment to record the Classroom(s)/Setting(s) until the notice is sent and ample time is allowed for its receipt; and
6. At the District's discretion, the District ***may*** post a notice at the entrance of any Class/Setting in which Video Cameras are placed stating that video and audio recording is conducted in the Class/Setting.

III. OPERATION AND MAINTENANCE

Equipment Specifications

Upon request, the District shall provide "equipment, including a video camera." This means the District must provide:

1. ***Video Camera(s)*** capable of:
    a. recording audio from all areas of the Classroom or Setting; and
    b. recording video from all areas of the Classroom or Setting, *except inside of the bathroom or area where students' clothes are changed*; **and**
2. ***Video Equipment***, which includes:
    a. one or more Video Cameras;
    b. any technology and equipment needed to place, operate, and maintain the Video Camera(s);
    c. Any technology and equipment needed to store and access video recordings; and
    d. Any technology and equipment needed to redact images of student faces in accordance with FERPA.

Time of Recording

Video cameras must be operated at all times during the instructional day, when students are present in the Self-Contained Classroom or Other Special Education Setting.

The District must place, operate, and maintain Video Cameras and Equipment in the relevant Self-Contained Classroom(s) and Other Special Education Setting(s) during the regular school year and in relevant Self-Contained Classroom(s) and Other Special Education Setting(s) where extended school year services are provided.

IV. ACCESS TO VIDEO RECORDINGS

Confidentiality

Video recordings are confidential and may only be viewed by certain individuals to the extent not limited by FERPA. An individual may *not* view the recordings if prohibited to do so by FERPA, even if that individual is eligible to view the recording pursuant to TEC § 29.022 and these Procedures.

Use of Video Recordings in Disciplinary Actions

A video recording believed to document a possible violation of district or campus policy may be used as part of a disciplinary action against the District or school personnel. A recording believed to document a possible violation of district policy must be released for viewing by the district employee who is the subject of the disciplinary action at the request of that employee.

Release of Video Recordings in Legal Proceedings

A video recording believed to document a possible violation of district or campus policy must be released in a legal proceeding at the request of a Parent of the student involved in the incident documented by the recording.

Prohibited Uses of Video Recordings

The following uses are prohibited:

- Regular or continual monitoring of the video feed;
- Teacher/staff evaluation or monitoring; and
- Any purpose other than promoting the safety of students receiving special education services in Self-Contained Classrooms or Other Special Education Settings.

Access by Personnel for Operation and Maintenance Purposes

Information Technology personnel shall have access to recordings and Video Equipment for the purposes of operating and maintaining the Video Equipment and recordings.

Persons Eligible to Request Access in Response to an Alleged Incident

Under limited circumstances, the following individuals may access video recordings in response to an alleged Incident (*i.e.*, an "Eligible Requestor"):

(1) a Staff Member involved in an Incident (as defined on p. 2 of these Procedures) that is documented by a video recording for which a complaint has been reported to the District;
(2) other school district employees involved in an Incident documented by a video recording for which a complaint has been reported to the District;
(3) a Parent of a student involved in an Incident that is documented by a video recording for which a complaint has been reported to the District;
(4) appropriate Texas Department of Family and Protective Services ("TDFPS") personnel as part of an investigation under TFC § 261.406;
(5) a peace officer in response to a complaint or investigation of an Incident;*****
(6) a school nurse in response to a complaint or investigation of an Incident;*****
(7) an administrator trained in de-escalation and restraint techniques in response to a complaint or investigation of an Incident;*****

(8) a human resources staff member designated by the District's Board of Trustees in response to a complaint or an investigation of an Incident; or*****
(9) appropriate TEA or State Board for Educator Certification personnel or agents as part of an investigation.*****

***** ***Child Abuse and Neglect Reporting***
If a person described by numbers 5-9 above views a video recording and has cause to believe that the recording documents possible abuse or neglect of a child under TFC, Chapter 261, the person must file a report with TDFPS or other authority in accordance with Board policy, FFG(Local).

Requirements to Request Access
The requestor must fall into one of the above categories and, in good faith, allege an "Incident," as that term is defined in 19 T.A.C. § 101.301(b)(9). The individual must file an Incident Complaint and Request to Access Video Recordings using Form D. On this Form, he individual must assert an:

(1) Event or circumstance involving alleged:
   a. Abuse of a student by a school district employee;
   b. Neglect of a student by a school district employee;
   c. Physical Abuse of a student by another student; or
   d. Sexual Abuse of a student by another student; and
(2) The event or circumstance must have allegedly occurred in a Self-Contained Classroom or Other Special Education Setting in which video surveillance is conducted under these Procedures.

Procedures for Filing Complaint/Requesting Access
To file a complaint regarding an alleged Incident and to request access to video recordings, the requestor shall complete Form D, Complaint and Request for Access to Video Recordings. Completed forms shall be sent to Dr. Hill according to the instructions on the form. If someone other than Dr. Hill receives a complaint/request, whether oral or in writing, forward the complaint/request or the information to Dr. Hill.

District Steps upon Receipt of Complaint/Request to Access Video Recordings
(1) Notify the requestor of the District's receipt. The District shall conduct an investigation into the complaint and respond to requestor.
(2) To investigate, the District may need to contact the requestor to clarify his or her complaint.
   a. Based on the request/complaint and information obtained from the requestor, if any, the District shall make a preliminary determination of whether the complaint involves:
      i. an event or circumstance involving alleged:
         1. Abuse of a student by a school district employee;
         2. Neglect of a student by a school district employee;
         3. Physical Abuse of a student by another student; or
         4. Sexual Abuse of a student by another student;
      ii. that allegedly occurred in a Self-Contained Classroom or Other Special Education Setting in which video surveillance is conducted under these Procedures.

Commented [AM1]: This person must be a campus or district administrator trained in de-escalation and restraint techniques and should not be allegedly involved in the purported incident.

b. If the preliminary investigation reveals that these conditions are potentially met, contact the appropriate Information Technology personnel to access the applicable recording(s).
c. A designated District representative shall view the applicable recording(s). No other person may be present.
d. After completing the investigation, notify the requestor of its decision using Form E, Response to Request for Access to Video Recordings.
e. If the request is approved, prior to allowing the requestor to view the recording(s), contact the appropriate Information Technology Personnel to redact students from the recordings (other than the requestor's child, if the requestor is a parent) in accordance with FERPA.

Local Grievance Procedures for Filing a Complaint Alleging Violation of TEC § 29.022/19 T.A.C. § 103.1301

The requestor has the right to file a grievance/complaint if he or she believes the District erroneously denied his or her request in violation of TEC § 29.022 and/or 19 T.A.C. § 103.1301. A TEA complaint, mediation, or due process procedures are **not** the appropriate channels to file a complaint alleging a failure to comply with TEC § 29.022 and/or 19 T.A.C. § 103.1301. To file a complaint alleging a violation of TEC § 29.022 and/or 19 T.A.C. § 103.1301, the individual must comply with the District's grievance procedures or other dispute resolution channels in accordance with Board Policies DGBA (employee complaints/grievances) or FNG (student and parent complaints/grievances) available at http://pol.tasb.org/Home/Index/483.

No Admission of Fault or Liability

The approval of a Request to Access Video Recordings shall in no way be construed as an admission of fault or liability.

Procedures for Approved Requests to Access Video Recordings

If a Request to Access Video Recordings is approved, Form E directs the requestor to contact the District to schedule a viewing appointment. Video recordings will be made available at at a location designated by the District Monday through Thursday between the hours of 9:00 a.m. and 3 p.m., or at another mutually agreed upon time.

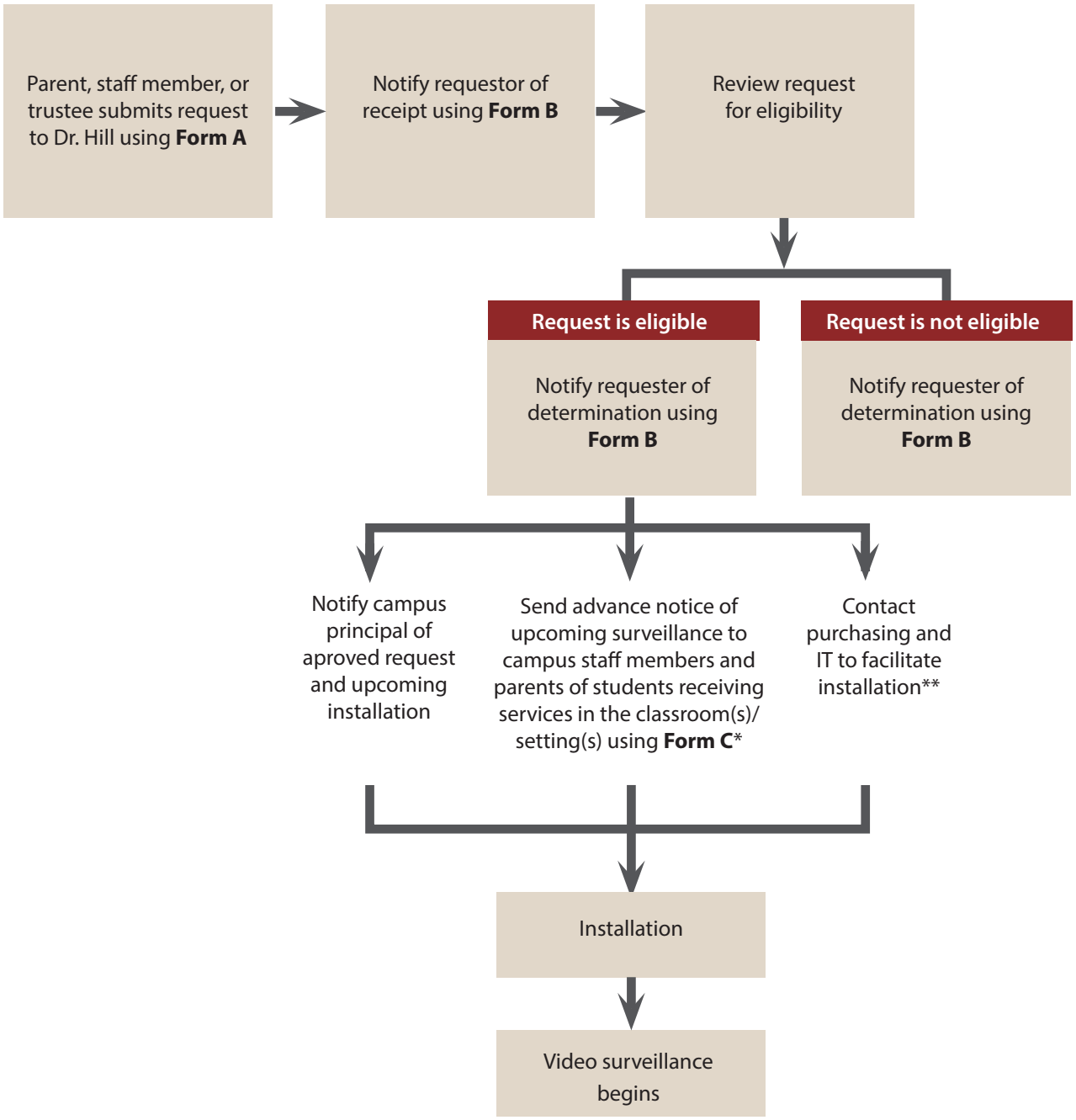
When a Staff Member involved in an Incident, a District employee involved in an Incident, or Parent of a student involved in an Incident views a video recording, the following rules apply:

- **The right to access video recordings in certain circumstances does not equate to the right to receive a copy of the video recording(s). For the purposes of these Procedures, "access" shall mean the right to view the video recording(s) in accordance with these procedures.**
- **A District Representative must be present at all times during the viewing. Only the following individuals may act as the District Representative at the viewing:**
  - **a peace officer;**
  - **a school nurse;**
  - **an administrator trained in de-escalation and restraint techniques as provided by commissioner rule; or**

Commented [AM2]:

    - **a human resources staff member designated by the District's Board of Trustees.**
- **No person other than the Eligible Requestor and the District Representative may be present.**
- **<u>Recording is strictly prohibited while viewing</u>. The District Representative will monitor for unauthorized recording during the viewing.**

SB 507 Request Flowchart



* At the District's discretion, FBISD may also post notice of video surveillance outside of impacted classroom(s)/setting(s)

** Please note the District may **not** begin installation before sending Form C and allowing ample time for receipt

September 2016

FORM A

FORT BEND INDEPENDENT SCHOOL DISTRICT
REQUEST FOR VIDEO SURVEILLANCE
FOR THE 2016-2017 SCHOOL YEAR

On the appropriate request of a parent, trustee, or staff member, the District must provide video equipment, including video cameras with audio recording capabilities, to campuses in accordance with Section 29.022, Texas Education Code, and 19 T.A.C. § 103.1301. Campuses that receive equipment must place, operate, and maintain video cameras in certain self-contained classrooms or other special education settings. Video recordings are confidential and may only be released for viewing to certain individuals as defined by the Texas Education Code. An approved request is only valid for the current school year.

"Self-Contained Classroom" means: a classroom on a regular school campus (i.e., a campus that serves students in general education and students in special education) of a school district or an open-enrollment charter school in which a majority of the students in regular attendance are provided special education and related services and have one of the following instructional arrangements/settings described in the Student Attendance Accounting Handbook:

- self-contained (mild/moderate/severe) regular campus;
- full-time early childhood (pre-school program for children with disabilities) special education setting;
- residential care and treatment facility—self-contained (mild/moderate/severe) regular campus;
- residential care and treatment facility—full-time early childhood special education setting;
- off home campus—self-contained (mild/moderate/severe) regular campus; or
- off home campus—full-time early childhood special education setting.

"Other Special Education Setting" means: a classroom on a separate campus (i.e. a campus that serves only students who receive special education and related services) of a school district or open-enrollment charter school in which a majority of the students in regular attendance are provided special education and related services and have one of the following instructional arrangements/settings described in the Student Attendance Accounting Handbook:

- residential care and treatment facility—separate campus; or
- off home campus—separate campus.

"Parent" means:

- a person described in Section 26.002, Texas Education Code, whose child receives special education and related services for at least 50% of the instructional day in the Self-Contained Classroom or Other Special Education Setting; or
- a student who receives special education and related services for at least 50% of the instructional day in a Self-Contained Classroom or Other Special Education Setting and is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Texas Family Code, Chapter 31, unless the student has been determined to be incompetent or the student's rights have been otherwise restricted by a court order.

"Staff Member" means:

- a teacher, related service provider, paraprofessional, or educational aide assigned to work in the Self-Contained Classroom or Other Special Education Setting; or
- the principal or an assistant principal of the campus at which a Self-Contained Classroom or Other Special Education Setting is located.

To request video surveillance for the 2016-2017 school year pursuant to Section 29.022, Texas Education Code, please complete the form contained on the next page. The District will notify you upon its receipt and then review the request for eligibility and inform you of its decision.

FORM A

FORT BEND INDEPENDENT SCHOOL DISTRICT
REQUEST FOR VIDEO SURVEILLANCE
FOR THE 2016-2017 SCHOOL YEAR

Requestor's Name: _____

According to the above definitions, I qualify as a:

☐ *Parent.* If a Parent, please provide your student's name and campus below:

- o _____
  Student's name
- o _____
  Student's campus/classroom

☐ *Staff Member*

☐ *School Board Trustee*

Location of requested surveillance: _____

Requestor's phone number: _____

Requestor's email address: _____

Signature: _____

Date: _____

Send completed forms to the Executive Director of Special Education via email at Deena.Hill@fortbendisd.com.
The District will contact you regarding the status of your request.

FORM B

FORT BEND INDEPENDENT SCHOOL DISTRICT
RESPONSE TO REQUEST FOR VIDEO SURVEILLANCE
FOR THE 2016-2017 SCHOOL YEAR

[DATE]

Dear [name of requestor]:

Fort Bend Independent School District has received your request for video surveillance for the 2016-2017 school year. This correspondence is to inform you as to the status of your request.

☐ The District is processing your request. We will contact you upon completion.

☐ The District has processed your request, and it is:

☐ APPROVED for the 2016-2017 school year in the following location(s): _____.
The District is now in the process of preparing the classroom(s)/setting(s) for the video equipment and will notify you before surveillance begins. Please note that this approval is only valid for the 2016-2017 school year. An additional request must be submitted for each successive school year.

☐ DENIED for the following reason(s):

- The requestor does not qualify as an individual eligible to request video surveillance pursuant to Section 29.022, Texas Education Code, and the Commissioner's rules found at 19 T.A.C. § 103.1301.
- The requested location does not qualify as a "self-contained classroom" or "other special education setting" pursuant to Section 29.022, Texas Education Code, and the Commissioner's rules found at 19 T.A.C. § 103.1301.

[INSERT SIGNATURE BLOCK]

FORM C

FORT BEND INDEPENDENT SCHOOL DISTRICT
NOTICE OF VIDEO SURVEILLANCE

To Whom It May Concern:

Section 29.022 of the Texas Education Code requires the District to provide video equipment, including video cameras with audio recording capabilities, to campuses upon a request to do so by a parent, trustee, or staff member, as those terms are defined in the Commissioner's rules, 19 T.A.C. § 103.1301. Campuses that receive the equipment must place, operate, and maintain video cameras in certain self-contained classrooms or other special education settings for the promotion of student safety. Video recordings are confidential and may only be released for viewing to certain individuals in limited circumstances.

Fort Bend Independent School District has received a request for video surveillance pursuant to Section 29.022. **Beginning _____ and lasting for the duration of the 2016-2017 school year, the District will conduct video surveillance according to Section 29.022 during the instructional day at _____.**

For more information, please refer to the District's video surveillance procedures, available at Fort Bend ISD's website.

Thank you,

[INSERT SIGNATURE BLOCK]

FORM D

FORT BEND INDEPENDENT SCHOOL DISTRICT
INCIDENT COMPLAINT AND REQUEST TO ACCESS VIDEO SURVEILLANCE

Pursuant to Section 29.022, Texas Education Code ("TEC") under limited circumstances, the following individuals may access video recordings from a self-contained classroom or other special education setting:

(1) a staff member involved in an incident that is documented by a video recording for which a complaint has been reported to the District;
(2) other school district employees involved in an incident documented by a video recording for which a complaint has been reported to the District;
(3) a parent of a student involved in an incident that is documented by a video recording for which a complaint has been reported to the District;

The complaint must involve an event or circumstance involving alleged: (a) abuse of a student by a school district employee; (b) neglect of a student by a school district employee; (c) physical abuse of a student by another student; or (d) sexual abuse of a student by another student; and the event or circumstance must have allegedly occurred in a self-contained classroom or other special education setting in which video surveillance is conducted.

***"Parent"* means:**

- a person described in TEC § 26.002, whose child receives special education and related services for at least 50% of the instructional day in a self-contained classroom or other special education setting; or
- a student who receives special education and related services for at least 50% of the instructional day in a self-contained classroom or other special education setting and is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Texas Family Code, Chapter 31, unless the student has been determined to be incompetent or the student's rights have been otherwise restricted by a court order.

***"Staff member"* means:**

- a teacher, related service provider, paraprofessional, or educational aide assigned to work in a self-contained classroom or other special education setting; or
- the principal or an assistant principal of the campus at which a self-contained classroom or other special education setting is located.

***"Incident"* means:**

- An event or circumstance that:
    - involves alleged "abuse" or neglect," as those terms are described in Texas Family Code ("TFC") § 261.001, of a student by an employee of the school district or charter school or alleged "physical abuse" or "sexual abuse," as those terms are described in TFC § 261.410, of a student by another student; and
    - allegedly occurred in a self-contained classroom or other special education setting in which video surveillance under TEC § 29.022 and 19 T.A.C. § 103.1301.

***"Abuse"* means:**

- As defined in TFC § 261.001(1), the following acts or omissions by a school district employee:
    - mental or emotional injury to a child that results in an observable and material impairment in the child's growth, development, or psychological functioning;
    - causing or permitting the child to be in a situation in which the child sustains a mental or emotional injury that results in an observable and material impairment in the child's growth, development, or psychological functioning;

- physical injury that results in substantial harm to the child, or the genuine threat of substantial harm from physical injury to the child, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline by a parent, guardian, or managing or possessory conservator that does not expose the child to a substantial risk of harm;
- failure to make a reasonable effort to prevent an action by another person that results in physical injury that results in substantial harm to the child;
- sexual conduct harmful to a child's mental, emotional, or physical welfare, including conduct that constitutes the offense of continuous sexual abuse of young child or children under Section 21.02, Penal Code, indecency with a child under Section 21.11, Penal Code, sexual assault under Section 22.011, Penal Code, or aggravated sexual assault under Section 22.021, Penal Code;
- failure to make a reasonable effort to prevent sexual conduct harmful to a child;
- compelling or encouraging the child to engage in sexual conduct as defined by Section 43.01, Penal Code, including compelling or encouraging the child in a manner that constitutes an offense of trafficking of persons under Section 20A.02(a)(7) or (8), Penal Code, prostitution under Section 43.02(b), Penal Code, or compelling prostitution under Section 43.05(a)(2), Penal Code;
- causing, permitting, encouraging, engaging in, or allowing the photographing, filming, or depicting of the child if the person knew or should have known that the resulting photograph, film, or depiction of the child is obscene as defined by Section 43.21, Penal Code, or pornographic;
- the current use by a person of a controlled substance as defined by Chapter 481, Health and Safety Code, in a manner or to the extent that the use results in physical, mental, or emotional injury to a child;
- causing, expressly permitting, or encouraging a child to use a controlled substance as defined by Chapter 481, Health and Safety Code;
- causing, permitting, encouraging, engaging in, or allowing a sexual performance by a child as defined by Section 43.25, Penal Code; or
- knowingly causing, permitting, encouraging, engaging in, or allowing a child to be trafficked in a manner punishable as an offense under Section 20A.02(a)(5), (6), (7), or (8), Penal Code, or the failure to make a reasonable effort to prevent a child from being trafficked in a manner punishable as an offense under any of those sections.

***"Neglect"* means:**

- the following acts or omissions by a school district employee:
  - placing a child in or failing to remove a child from a situation that a reasonable person would realize requires judgment or actions beyond the child's level of maturity, physical condition, or mental abilities and that results in bodily injury or a substantial risk of immediate harm to the child;
  - failing to seek, obtain, or follow through with medical care for a child, with the failure resulting in or presenting a substantial risk of death, disfigurement, or bodily injury or with the failure resulting in an observable and material impairment to the growth, development, or functioning of the child;
  - the failure to provide a child with food, clothing, or shelter necessary to sustain the life or health of the child, excluding failure caused primarily by financial inability unless relief services had been offered and refused;
  - placing a child in or failing to remove the child from a situation in which the child would be exposed to a substantial risk of sexual conduct harmful to the child; or
  - placing a child in or failing to remove the child from a situation in which the child would be exposed to acts or omissions that constitute abuse under Subdivision (1)(E), (F), (G), (H), or (K) committed against another child; or

- the failure by the person responsible for a child's care, custody, or welfare to permit the child to return to the child's home without arranging for the necessary care for the child after the child has been absent from the home for any reason, including having been in residential placement or having run away.
- Neglect does not include the refusal by a person responsible for a child's care, custody, or welfare to permit the child to remain in or return to the child's home resulting in the placement of the child in the conservatorship of the department if:
    - the child has a severe emotional disturbance;
    - the person's refusal is based solely on the person's inability to obtain mental health services necessary to protect the safety and well-being of the child; and
    - the person has exhausted all reasonable means available to the person to obtain the mental health services described above.

***"Physical abuse"* means:**

- Physical injury that results in substantial harm to the child requiring emergency medical treatment; or
- Failure to make a reasonable effort to prevent an action by another person that results in physical injury that results in substantial harm to the child.

***"Sexual abuse"* means:**

- sexual conduct harmful to a child's mental, emotional, or physical welfare; or
- failure to make a reasonable effort to prevent sexual conduct harmful to a child.

To file an Incident Complaint and Request to Access Video Recordings, please complete the form set forth on pages 4-5 according to the form's instructions.

FORM D

FORT BEND INDEPENDENT SCHOOL DISTRICT
INCIDENT COMPLAINT AND REQUEST TO ACCESS VIDEO SURVEILLANCE

Requestor's Name: _____

According to the above definitions, I qualify as a:

- ☐ *Parent of a student involved in an incident that is documented by a video recording.*
  If a parent, please provide your student's name and campus below:
  - ○ _____
    Student's name
  - ○ _____
    Student's campus and location of video surveillance

- ☐ *Staff member or other school district employee involved in an incident that is documented by a video recording.*

My complaint pertains to an event or circumstance involving alleged:

- ☐ Abuse of a student by a school district employee
- ☐ Neglect of a student by a school district employee
- ☐ Physical Abuse of a student by another student
- ☐ Sexual Abuse of a student by another student

Location of alleged incident: _____

Please describe with specificity the nature of your complaint:

_____

_____

_____

_____

_____

_____

_____

Date/ timeframe you believe the incident occurred: _____

_____

FORM D

Requestor's email address: _____

Requestor's phone number: _____

Signature: _____

Date: _____

Send completed forms to the Executive Director of Special Education via email at Deena.Hill@fortbendisd.com.
The District will contact you regarding the status of your complaint/request.

FORM E

FORT BEND INDEPENDENT SCHOOL DISTRICT
RESPONSE TO COMPLAINT AND
REQUEST TO ACCESS VIDEO SURVEILLANCE

[Date]

Dear [insert requestor's name]:

Fort Bend Independent School District received your Incident Complaint and Request to Access Video Surveillance. After a thorough investigation, your Request is hereby:

- ☐ Approved
- ☐ Denied for the following reason(s): _____

_____

_____

_____

_____

_____

If your request was approved:

The approval of a Request to Access Video Recordings shall in no way be construed as an admission of fault or liability. Please contact Dr. Hill via email at Deena.Hill@fortbendisd.com if you wish to schedule an appointment to view the video recording(s). The District will arrange for you to view the video recording(s) at a location designated by the District. You will be joined by a District representative. No other person may be present. Recording is strictly prohibited during the viewing.

If your request was denied:

You may file a grievance/complaint if you believe the District erroneously denied your request in violation of Section 29.022, Texas Education Code and/or 19 T.A.C. § 103.1301. To do so, please refer to Board Policy (DGBA) if you are an employee or Board Policy (FNG) if you are a student or parent. A copy of these policies is available at http://pol.tasb.org/Home/Index/483.

SIGNATURE BLOCK

Fort Bend Independent School District

SECONDARY Project Read
Student Progress Report

Student: _____Grade _____Campus _____SPED Teacher

_____

☐ *Student is not currently utilizing PHONICS Strand, so this section is blank.*

	Project Read Strand - PHONICS	Date Unit Started	Beginning Unit Number	Date Unit Ended	Ending Unit Number
1st 9 weeks					

Comments:

	Project Read Strand - PHONICS	Date Unit Started	Beginning Unit Number	Date Unit Ended	Ending Unit Number
2nd 9 weeks					

Comments:

	Project Read Strand - PHONICS	Date Unit Started	Beginning Unit Number	Date Unit Ended	Ending Unit Number
3rd 9 weeks					

Comments:

	Project Read Strand - PHONICS	Date Unit Started	Beginning Unit Number	Date Unit Ended	Ending Unit Number
4th 9 weeks					

Comments:

☐ *Student is not currently utilizing LINGUISTICS Strand, so this section is blank.*

	Project Read Strand - LINGUISTICS	Date Unit Started	Beginning Unit Number	Date Unit Ended	Ending Unit Number
1st 9 weeks					

Comments:

	Project Read Strand - LINGUISTICS	Date Unit Started	Beginning Unit Number	Date Unit Ended	Ending Unit Number
2nd 9 weeks					

Comments:

	Project Read Strand - LINGUISTICS	Date Unit Started	Beginning Unit Number	Date Unit Ended	Ending Unit Number
3rd 9 weeks					

Comments:

Fort Bend Independent School District

4th 9 weeks	Project Read Strand - LINGUISTICS	Date Unit Started	Beginning Unit Number	Date Unit Ended	Ending Unit Number

Comments:

☐ *Student is not currently utilizing REPORT FORM-COMPREHENSION Strand, so this section is blank.*

1st 9 weeks	Project Read Strand – REPORT FORM-COMPREHENSION	Date Unit Started	Beginning Unit Number	Date Unit Ended	Ending Unit Number

Comments:

2nd 9 weeks	Project Read Strand - REPORT FORM-COMPREHENSION	Date Unit Started	Beginning Unit Number	Date Unit Ended	Ending Unit Number

Comments:

3rd 9 weeks	Project Read Strand - REPORT FORM-COMPREHENSION	Date Unit Started	Beginning Unit Number	Date Unit Ended	Ending Unit Number

Comments:

4th 9 weeks	Project Read Strand - REPORT FORM-COMPREHENSION	Date Unit Started	Beginning Unit Number	Date Unit Ended	Ending Unit Number

Comments:

☐ *Student is not currently utilizing FRAMING YOUR THOUGHTS-WRITING Strand, so this section is blank.*

1st 9 weeks	Project Read Strand – FRAMING YOUR THOUGHTS-WRTG	Date Unit Started	Beginning Unit Number	Date Unit Ended	Ending Unit Number

Comments:

2nd 9 weeks	Project Read Strand - FRAMING YOUR THOUGHTS-WRTG	Date Unit Started	Beginning Unit Number	Date Unit Ended	Ending Unit Number

Comments:

Fort Bend Independent School District

3rd 9 weeks	**Project Read Strand - FRAMING YOUR THOUGHTS-WRTG**	**Date Unit Started**	**Beginning Unit Number**	**Date Unit Ended**	**Ending Unit Number**

Comments:

4th 9 weeks	**Project Read Strand - FRAMING YOUR THOUGHTS-WRTG**	**Date Unit Started**	**Beginning Unit Number**	**Date Unit Ended**	**Ending Unit Number**

Comments:

Oaths and Affidavits Corrections

Name of School _____

6wk period: 1 2 3 4 5 6

The following corrections need to be made:

Student	Success Ed IA	Skyward IA	Correct Code	Action Steps