Behavior Support Services (BSS) Quality Indicators

Teacher:	Date:
Campus:	Observer:

Area of Focus (Developing, Proficient, Accomplished)	T-TESS Links	Supporting Documentation and Feedback (Glow & Grow)
I. Structure and Predictability **a. Classroom appears to be organized and free from clutter** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed **b. Adequate resources, appropriate personnel with expertise in instruction, behavior, and emotional needs** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed **c. Physical Space/Layout- used intentionally to support students' emotional/behavioral needs** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed **d. Emotional climate is safe as demonstrated by students' willingness to initiate interactions or ask questions** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed **e. Scheduling is intentional to support emotional/behavioral needs** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed **f. Paraprofessionals understand the program and are equipped to support** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed	Learning Environment: 3.1, 3.2, 3.3 Instruction: 2.3, 2.4	
II. Behavioral Expectations, Monitoring and Positive Reinforcement (Behavior Management) **a. Classroom management systems facilitate appropriate behaviors** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed **b. Procedures and modifications are utilized to assist students in following the school rules** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed	Planning: 1.3, 1.4 Instruction: 2.1	

Behavior Support Services (BSS) Quality Indicators

Teacher:	Date:
Campus:	Observer:

c. **Physical Space/Layout- used intentionally to support students' emotional/behavioral needs** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed d. **Classroom crisis management plan is in place** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed e. **Respect Agreement is actively utilized** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed f. **Behavioral intervention or interactions are utilized to encourage student ownership of behavior** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed g. **Behavior management systems involve all classroom and campus stakeholders** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed	Learning Environment: 3.2, 3.3	
## III. Academic Engagement a. **Comprehensive academic curriculum is available for the student** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed b. **Modifications/alternative to regular curriculum are provided when needed** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed c. **Systems/structures accommodations are used to help maintain students in their least restrictive environment** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed d. **Effective instruction is provided** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed	Instruction: 2.1, 2.2, 2.3, 2.4, 2.5	

Behavior Support Services (BSS) Quality Indicators

Teacher:	Date:
Campus:	Observer:

IV. Social Skills Instruction a. **Students are explicitly taught social skills regarding behavior** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed b. **Includes interpersonal relationships** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed c. **Curriculum is individualized to student needs and function based** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed d. **Instructional practices are in place to ensure learning** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed e. **Generalization and maintenance of skills are systematically planned, taught, and students are provided multiple opportunities for practice** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed	**Planning: 1.3 / Instruction: 2.1, 2.5 Learning Environment: 3.2**	
V. Emotional Regulation Strategies Instruction a. **Students are systematically taught antecedent focused and reactive focused regulation skills** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed b. **Identifying emotions, triggers, intensity** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed c. **Strategies are modeled consistently throughout the day** ☐Developing ☐Proficient ☐Accomplished ☐Not Observed	**Instruction: 2.1, 2.5 Learning Environment: 3.2**	

Behavior Support Services (BSS) Quality Indicators

Teacher:	Date:
Campus:	Observer:

VI. Individualization and Personalization

a. **Students are provided the opportunity to understand their own strengths and weaknesses, and set goals based on their targeted behaviors or skill deficits (goal setting)**

☐Developing ☐Proficient ☐Accomplished ☐Not Observed

b. **Systematically provided feedback and taught to self-monitor**

☐Developing ☐Proficient ☐Accomplished ☐Not Observed

c. **Students are systematically assisted in internalizing and personalizing new affective information and behavior skills**

☐Developing ☐Proficient ☐Accomplished ☐Not Observed

Instruction: 2.1, 2.4, 2.5

VII. Crisis Intervention

a. **Staff members are fully trained in CPI**

☐Developing ☐Proficient ☐Accomplished ☐Not Observed

b. **Prevention efforts remain paramount and emergency procedures used only when necessary**

☐Developing ☐Proficient ☐Accomplished ☐Not Observed

Learning Environment: 3.2

VIII. Parent Collaboration

a. **Communication system to maintain consistent contact with parent**

☐Developing ☐Proficient ☐Accomplished ☐Not Observed

b. **Positive relationships established and maintained**

☐Developing ☐Proficient ☐Accomplished ☐Not Observed

c. **Student's strengths and accomplishments are communicated**

☐Developing ☐Proficient ☐Accomplished ☐Not Observed

d. **Communication is nonjudgmental and compassionate**

☐Developing ☐Proficient ☐Accomplished ☐Not Observed

e. **Parents are provided opportunities to learn about the process of intervention**

☐Developing ☐Proficient ☐Accomplished ☐Not Observed

Professional Practices and Responsibilities: 4.1, 4.4

Behavior Support Services (BSS) Quality Indicators

Teacher:	Date:
Campus:	Observer:

Additional Comments:

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					

ABC Critical Elements (2)

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 showa 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					

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**	

	Planning/Instruction Domain	
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**	

		Teacher Self Rating	Visit Date	Visit Date	T-TESS Domain
Planning					
1.	Materials are prepared, organized and accessible for teachers and students throughout the day.				1.1, 1.4 3.1
2.	Lesson plans and activities are aligned with grade level topics and individualized IEPs.				1.1 2.2
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 Communication, Log) • Assessment records (SS Assessment) • Work Samples • Related Service Log • Data Collection				1.2 2.4
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				1.2 2.5
5.	Teacher and parent use a communication report or journal regularly (at least weekly)				2.3 4.4
6.	The teacher implements AT recommendations approved by the ARD committee.				1.1 1.4 2.4
7.	AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)				2.3 2.4
Instruction		Teacher Self Rating	Visit Date	Visit Date	T-TESS Domain
8.	Teacher has extensive knowledge of each student's IEP and BIP.				1.3 2.1 2.2
9.	Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.				1.2
10.	There is a clear link between the assessment and the PLAAFP.				2.2
11.	Teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.				2.3 4.4
12.	Social skills/emotional regulation instruction is integrated throughout the day using a variety of interventions, which may include social narratives, role play, video modeling, live modeling, peer training, and use of the prompting procedures.				2.1 3.1 3.3
13.	Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction.				2.2
Key: 0 – not evident; 1 – In Progress; 2- Mastery					

CLASS Plus Critical Elements

Learning Environment	Teacher Self Rating	Visit Date	Visit Date	T-TESS Domain
14. Students are actively engaged in learning				1.1, 3.1 3.3
15. Furniture arranged to clearly define classroom areas.				3.1
16. Classroom areas are modified for sensory issues (i.e. auditory and visual) when necessary.				3.1 3.3
17. Classroom routines and activities promote student independence.				1.4 2.1
18. Classroom rules/CHAMPS expectations are clearly visible and explicitly taught in a way that the students will understand.				3.1 3.2
19. Behavior management is consistent across classroom staff members.				3.2
20. An individualized behavior management system for each student is in place, based on the BIP				2.4 3.2
21. Behavior is managed and modified through direct teaching of desired behavior.				2.4; 2.5 3.2
22. Positive reinforcement systems are used (tangibles, primary and secondary reinforcement, first/then, penny board, sticker charts, token economy, etc.)				3.2
23. Research based interventions are used/observed				1.1; 2.5; 3.2
24. Prompting sequence is being utilized				3.2
25. Teacher and para-educator schedules are posted. Classroom staff schedules include: instructional assignments per instructional period/rotation, lunch breaks, planning periods.				3.1 3.2
26. 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
27. 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
Professional Practices and Responsibilities	Teacher Self Rating	Visit Date	Visit Date	T-TESS Domain
28. Communication between the teacher and para-educators is relevant to work and appropriate for school environment.				4.1
29. 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
Notes:				
Key: 0 – not evident; 1 – In Progress; 2- Mastery				

CLASS Teacher:		**CAMPUS:**		
DATE:				

Planning	**OBS**	**Not OBS**	**T-TESS Domain**
1. Materials are prepared, organized and accessible for teachers and students throughout the day.	☐	☐	1.1, 1.4 3.1
2. Lesson plans and activities are aligned with grade level topics and individualized IEPs.	☐	☐	1.1 2.2
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 Communication, Log) • Assessment records (SS Assessment) • Work Samples • Related Service Log • Data Collection	☐	☐	1.2 2.4
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	☐	☐	1.2 2.5
5. Teacher and parent use a communication report or journal regularly (at least weekly)	☐	☐	2.3 4.4
6. The teacher implements AT recommendations approved by the ARD committee.	☐	☐	1.1 1.4 2.4
7. AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)	☐	☐	2.3 2.4
Instruction	**OBS**	**Not OBS**	**T-TESS Domain**
8. Teacher has extensive knowledge of each student's IEP and BIP.	☐	☐	1.3 2.1 2.2
9. Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.	☐	☐	1.2
10. There is a clear link between the assessment and the PLAAFP.	☐	☐	2.2
11. Teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.	☐	☐	2.3 4.4
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.	☐	☐	2.1 3.1 3.3
13. Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction.	☐	☐	2.2

CLASS Critical Elements

Learning Environment	OBS	Not OBS	T-TESS Domain
14. Students are actively engaged in learning	☐	☐	1.1, 3.1 3.3
15. Furniture arranged to clearly define classroom areas.	☐	☐	3.1
16. Classroom areas are modified for sensory issues (i.e. auditory and visual) when necessary.	☐	☐	3.1 3.3
17. Classroom routines and activities promote student independence.	☐	☐	1.4 2.1
18. Classroom rules/CHAMPS expectations are clearly visible and explicitly taught in a way that the students will understand.	☐	☐	3.1 3.2
19. Behavior management is consistent across classroom staff members.	☐	☐	3.2
20. An individualized behavior management system for each student is in place, based on the BIP	☐	☐	2.4 3.2
21. Behavior is managed and modified through direct teaching of desired behavior.	☐	☐	2.4; 2.5 3.2
22. Positive reinforcement systems are used (tangibles, primary and secondary reinforcement, first/then, penny board, sticker charts, token economy, etc.)	☐	☐	3.2
23. Research based interventions are used/observed	☐	☐	1.1; 2.5; 3.2
24. Prompting sequence is being utilized	☐	☐	3.2
25. Teacher and para-educator schedules are posted. Classroom staff schedules include: instructional assignments per instructional period/rotation, lunch breaks, planning periods.	☐	☐	3.1 3.2
26. 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
27. 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
Professional Practices and Responsibilities	OBS	Not OBS	T-TESS Domain
28. Communication between the teacher and para-educators is relevant to work and appropriate for school environment.	☐	☐	4.1
29. 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

Notes:

Teacher: _____ **Teacher:** _____ **Date:** _____

Grade: _____ **Subject:** _____ **Campus:** _____

Observer: _____

Co-Teach Critical Elements		OBS	Not OBS	Follow-up
	CLARITY			
	1. Instructional schedule/agenda is posted and reflects content areas being taught. **(PL)**	☐	☐	☐
	2. Instruction aligns with grade level standards. **(PL)**	☐	☐	☐
	3. Instruction aligns with classroom **and/or** student specific learning intentions and success criteria. **(PL)**	☐	☐	☐
	4. Instructional activities are age/grade appropriate and adapted to student functioning level. **(I)**	☐	☐	☐
	5. Instruction incorporates a variety of learning modalities and response opportunities. **(PL)**	☐	☐	☐
	6. Instructional strategies are used in the learning experience: **(I)**	☐		
	☐ Clear Lesson Focus ☐ Knowledge Application ☐ Explicit direct instruction ☐ Summarizing and Note-taking ☐ Structured student content engagement ☐ Identifying similarities and differences ☐ Differentiation ☐ Cooperative Learning ☐ Advanced Supports ☐ Non-linguistic representations ☐ Multiple Exposures			
	7. Instruction incorporates use of hi-yield co-teach models: **(PL/I)** ☐Station Teaching ☐Team Teaching ☐Parallel Teaching ☐Alternative Teaching	☐	☐	☐
	8. Evidence of teacher collaboration includes: **(PL)** ☐Adapted instructional materials ☐Shared instructional responsibilities ☐Incorporation of disability awareness strategies	☐	☐	☐
	9. Students can tell what they are learning, why they are learning it, and what success looks like. **(I)**	☐	☐	☐
	10. Students have access to examples and non-examples of success. **(I)**	☐	☐	☐
	11. Students use tools to interact with and identify success criteria within their work (e.g., rubrics, anchor charts, checklists, progress monitoring binder). **(I)**	☐	☐	☐
	FEEDBACK			
	12. Visuals schedules are in place to assist students in anticipating upcoming activities. **(LE)**	☐	☐	☐
	13. Students give/receive feedback using structured feedback protocols with embedded supports (vocabulary simplification, visuals, sentence stems). **(I)**	☐	☐	☐
	14. Teachers give feedback on authentic student work using tools (checklists, rubrics, progressions). **(I)**	☐	☐	☐
	15. Both teachers provide instructional and behavioral feedback. **(I)**	☐	☐	☐
	16. Assistive Technology: AT tools are utilized, based on individual needs of the student (i.e. communication systems, writing tools/software, visual supports, calculators). **(I)**	☐	☐	☐
	17. Behavior expectations are established and are consistent with posted classroom respect agreements. and individual student behavior intervention plans. **(LE)**	☐	☐	☐
	18. Individual behavior expectations are aligned with individual student behavior intervention plans. **(LE)**	☐	☐	☐
	19. Data collection systems are in place and readily accessible by classroom staff (e.g. progress monitoring plan for IEP goals/objectives, behavior data tools). **(I)**	☐	☐	☐
	GOAL SETTING AND REVISION			
	20. Students set learning goals based on success criteria and identified critical need areas. **(I)**	☐	☐	☐
	21. Students set behavior goals (if needed) based on identified critical need areas. **(LE)**	☐	☐	☐
	22. Students use tools to track progress towards their learning and behavior goals (e.g., goal trackers, progress monitoring binder, self-monitoring checklists). **(I)**	☐	☐	☐
	COMMUNITY BUILDING AND LEARNER DISPOSITIONS			
	23. Community and relationship building are evidenced by: **(LE)**	☐	☐	☐
	☐ Respectful Teacher to Student Interactions ☐ Peer Collaboration Opportunities ☐ Respectful Peer Interactions ☐ Mistake Opportunities ☐ Established Classroom Routines ☐ Community Circles ☐ Inclusive Environment ☐ Peer Facilitation			
	24. Teacher explicitly teaches, or references established classroom dispositions (e.g., perseverance, reflection, risk-taking, confidence, responsibility) *Dispositions should be selected based on classroom needs.* **(LE)**	☐	☐	☐
	25. Students practice identified behaviors and learner dispositions that support success. **(LE)**	☐	☐	☐

Teacher Name: _____   Age Level: _____

Early Intervention Academy Quality Program Indicators						
Classroom Learning Environment						
	T TESS Domain	**BOY**	**MOY**	**EOY**		**Notes/Comments**
1. Flexible instructional arrangement – **students rotate** through instructional areas (1:1/Independent, small group, large group, Transition cues are used at every transition).	2.4 3.1 3.3					
2. Materials are prepared, organized, accessible, and clearly labeled for teachers and students throughout the day.	1.1, 1.4 3.1					
3. Furniture arranged to clearly define classroom areas (e.g., direct instruction, small group, whole group, centers/stations).	3.1					
4. Teacher and paraprofessionals follow an established schedule for supervising students both inside and outside the classroom (e.g., lunch, recess).	3.1 3.2					
5. Use of Schedules						
• A classroom schedule is posted and reflects the core content areas (ELA, Math, Science, Social Studies, Recess, Lunch, and therapies). Classroom schedule includes an indicator identifying where the class is at on the schedule. Classroom activities reflect the daily schedule.	3.1					
• Student schedules are meaningful and individualized for each student (pictures, icons, words, phrases, etc.) and are easily accessible for each student.	2.4 3.1					
• Evidence that student schedules are routinely used and followed such that the students interact with them.	3.1					
• Mini schedules/task analyses and checklists are utilized for specific activities to encourage independence (toileting, handwashing, eating lunch).	1.4 2.1 3.1					

Planning						
	T TESS Domain	**BOY**	**MOY**	**EOY**		**Notes/Comments**
6. Lesson Plans are aligned with the Pre-K guidelines, Early Childhood outcomes, the Pre-K guidelines alignment, Kinder TEKS, and FBISD Pre-K/Kinder scope & sequence for the age level taught.	1.1, 1.2 1.3, 1.4					
7. IEP learning objectives are planned and embedded within meaningful activities and are integrated within daily routines.	1.1, 1.3 1.4 2.2, 2.4					
8. PLC: Teachers attend collaborative bi-weekly meetings (others included as appropriate paraprofessionals, specialists)	4.1 4.2 4.3					
9. Teacher maintains a portfolio (virtual or printed) for each student. The portfolio includes:						
• Student's IEP including progress report documentation, BIP, and Parent Phone/Email Communication Log	1.2, 2.4					
• Assessment records (ABLLS, 9-week progress assessments, Circle assessment, Ren 360)	1.2, 2.4					
• Work samples/products and Data collection	1.2, 2.4					

Instruction						
10. Curriculum:						
• Instruction and IEP objectives are aligned with the Pre-K guidelines, Early Childhood outcomes, the Pre-K guidelines alignment, Kinder TEKS, and FBISD Pre-K/Kinder curriculum for the age level taught.	1.1 2.2					
• Teachers use materials and strategies that are research-based, differentiated, and provide daily explicit and systematic instruction.	2.2 2.4					

Rubric: DI=Distinguished: verbs – all, consistently, & always; moves to student-centered actions. **AC=Accomplished:** verbs – all, consistently, most & regularly; moves to student-centered actions. **PR=Proficient:** verbs – all, consistently, most, does (action); focuses on mostly teacher-centered actions. **DE= Developing:** verbs – most, inconsistently, some, & sometimes; focuses on teacher-centered actions. **IM=Improvement Needed:** verbs – few, rarely, & does not (action); focuses on teacher-centered actions.

Teacher Name: _____   Age Level: _____

Early Intervention Academy Quality Program Indicators						
Instruction						
	T TESS Domain	**BOY**	**MOY**	**EOY**		**Notes/Comments**
Curriculum (continued):						
• Learning intentions and success criteria are identified and are utilized during instruction.	2.1 2.3					
11. Social Emotional Skills: Routines are structured, taught, and reinforced to promote social interaction, communication, and learning.	2.1 3.1 3.3					
12. Individualized Instruction						
• Lesson plans, tasks, and activities are IEP driven and are differentiated.	1.1, 1.3 2.2, 2.4					
• Discrete trial teaching (DTT) is used for acquisition of new skills.	1.1, 1.2 2.1, 2.4					
13. Student Communication						
• Students are taught to make independent choices (at snack, lunch, recess, circle time).	3.1, 3.2					
• 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					
• Environment and activities are manipulated to provide communication opportunities (i.e. incidental teaching – require student to request).	1.4 2.5					

Assessment & Data Collection						
14. Documentation & Data Collection						
• Data is collected and analyzed weekly to monitor progress toward IEP objectives and other skills being taught (e.g., self-care, academic, social emotional).	1.2 2.5					
• Daily data is collected on BIPs and behavior.	1.2					
• Adjustments are made in instruction and teaching strategies if data reflects limited progress.	1.2 2.5					
• Teacher communicates daily using a communication form.	4.4					
15. Assessment						
• Academic progress assessment is completed every 9 weeks and documented in One Drive.	2.5 4.4					
• ABLLS is conducted at the beginning, middle, and end of year and results are documented in One Drive.	2.3 2.5					

Behavior Management						
16. Classroom expectations are clearly visible and explicitly taught in a way that the students will understand.	3.1 3.2					
17. Implementation of at least 3 out of the 5 ABA Strategies (Preference assessments, discrete trial teaching, noncontingent reinforcement, functional communication, and differential reinforcement).	3.2 3.3					
18. Behavior management is consistent across classroom staff.						
• Behavior is managed and modified through direct teaching of desired behavior.	2.4, 2.5 3.1, 3.2					
• Positive reinforcement systems are used (tangibles, primary and secondary reinforcement, first/then, penny board, sticker charts, token economy, etc.)	3.2					
• Preventative strategies are used to reduce the likelihood of escalation and prevention (i.e. cool down area).	3.1 3.2					

Rubric: DI=Distinguished: verbs – all, consistently, & always; moves to student-centered actions. **AC=Accomplished:** verbs – all, consistently, most & regularly; moves to student-centered actions. **PR=Proficient:** verbs – all, consistently, most, does (action); focuses on mostly teacher-centered actions. **DE= Developing:** verbs – most, inconsistently, some, & sometimes; focuses on teacher-centered actions. **IM=Improvement Needed:** verbs – few, rarely, & does not (action); focuses on teacher-centered actions.

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.				

◆ 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: ○ Communication boards with pictures, photographs or objects ○ Use of eye gaze board ○ 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

Teacher Name:_____   Campus:_____

Teacher: _____ Campus: _____ Date: _____

Grade: _____ Subject: _____ ICS by: ☐Teacher ☐Paraprofessional

Observer: _____

		OBS	Not OBS	Follow-up
CLARITY				
1.	Instructional schedule/agenda is posted and reflects content areas being taught. **(PL)**	☐	☐	☐
2.	Instruction aligns with grade level standards. **(PL)**	☐	☐	☐
3.	Instruction aligns with classroom **and**/or student specific learning intentions and success criteria. **(PL)**	☐	☐	☐
4.	Instructional activities are adapted to student functioning level. **(I)**	☐	☐	☐
5.	Instruction incorporates a variety of learning modalities and response opportunities. **(PL)**	☐	☐	☐
6.	Instructional strategies are used in the learning experience: **(I)**	☐	☐	☐
	☐ Clear Lesson Focus ☐ Knowledge Application ☐ Explicit direct instruction ☐ Summarizing and Note-taking ☐ Structured student content engagement ☐ Identifying similarities and differences ☐ Differentiation ☐ Cooperative Learning ☐ Advance Supports ☐ Non-linguistic representations ☐ Multiple Exposures ☐ Other_____			
7.	Students are provided multiple opportunities to confirm what they are learning, why they are learning it, and what success looks like. **(I)**	☐	☐	☐
8.	Students have access to examples and non-examples of success. **(I)**	☐	☐	☐
9.	Students use tools to interact with and identify success criteria within their work (e.g., rubrics, anchor charts, checklists, progress monitoring binder). **(I)**	☐	☐	☐
FEEDBACK				
10.	Visuals/schedules are in place to assist students in anticipating upcoming activities. **(LE)**	☐	☐	☐
11.	Students give/receive feedback using structured feedback protocols with embedded supports (e.g., vocabulary simplification, visuals, sentence stems). **(LE)**	☐	☐	☐
12.	Teacher/staff provide feedback on authentic student work using tools (e.g., checklists, rubrics, learning progressions). **(I)**	☐	☐	☐
13.	Assistive Technology: AT tools are utilized, based on individual needs of the student (e.g., communication systems, writing tools/software, visual supports, calculators). **(I)**	☐	☐	☐
14.	Behavior expectations are established and are consistent with posted classroom respect agreements. **(LE)**	☐	☐	☐
15.	Individual behavior expectations are aligned with individual student behavior intervention plans. **(LE)**	☐	☐	☐
16.	Data collection systems are in place and readily accessible by classroom staff (e.g., inclusion logs, accommodation logs, progress monitoring plan for IEP goals and objectives, behavior data tools) **(I)**	☐	☐	☐
GOAL SETTING AND REVISION				
17.	Students set learning goals based on success criteria and identified critical need areas. **(I)**	☐	☐	☐
18.	Students set behavior goals (if needed) based on identified critical need areas. **(LE)**	☐	☐	☐
19.	Students use tools to monitor progress towards their learning and behavior goals (e.g., goal trackers, progress monitoring binder, self-monitoring checklists) **(I)**	☐	☐	☐
COMMUNITY BUILDING AND LEARNER DISPOSITIONS				
20.	Community and relationship building are evidenced by: **(LE)**	☐	☐	☐
	☐ Respectful Teacher to Student Interactions ☐ Peer Collaboration Opportunities ☐ Respectful Peer Interactions ☐ Mistake Opportunities ☐ Established Classroom Routines ☐ Community Circles ☐ Inclusive Environment – (Each student has access to what is needed for their success.) ☐ Peer Facilitation			
21.	Teacher explicitly teaches, or references established classroom dispositions (e.g., perseverance, reflection, risk-taking, confidence, responsibility). *Dispositions should be selected based on classroom needs.* **(LE)**	☐	☐	☐
22.	Students practice identified behaviors and learner dispositions that support success. **(LE)**	☐	☐	☐

Inclusion Critical Elements

RDSPD ECSE/K Critical Elements

Teacher Name: _____   Campus: _____

Classroom Learning Environment						
	TTESS Dimension	Teacher Self Rating	Visit Date:	Visit Date:	Visit Date:	Notes/Comments
1. Physical space and materials are designed to promote engagement, play, interaction and learning.	3.1					
2. Routines and transitioning are predictable and structured to promote interaction, communication and learning with visual cue systems in place.	3.1, 3.2					
3. Flexible instructional arrangement – students rotate through instructional areas.	1.4, 2.5, 3.1					
◆ 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						
4. Play routines are structured to promote social interaction, communication, and learning when defining roles for dramatic play.	1.1, 3.1					
5. Materials are prepared, organized and accessible for teachers and students throughout the day.	1.4, 3.1					
6. Use of Schedules	1.4, 3.1					
◆ 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**=Observed, **2**=Consistently observed, **3**=Mastery						
Teacher/Para-Educator Communication						
7. Communication between the teacher and para-educators is relevant to work and appropriate for school environment.	2.3					
8. Teacher and paraprofessional schedules are posted which include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses, etc.						
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.	1.1, 1.2, 2.5					
10. Teacher and para-educator are actively engaged with student(s).	2.3, 2.5					
KEY: 0=Not Evident, **1**=Observed, **2**=Consistently observed, **3**=Mastery						
Instruction						
11. Curriculum:						
◆ IEP learning objectives are planned and embedded within academic/curricular activities and integrated within daily routines	Dimension 1, 2.2, 2.4, 2.5					
◆ Instructional lessons show link to Pre-Kindergarten Guidelines/Kinder TEKS, goals, IEP's and the We Can! Early Learning Curriculum.	1.1, 1.2, 1.3, 2.2					
◆ Teachers use materials that are research-based and provide daily explicit and systematic instruction.	1.1, 1.4, 2.2					

RDSPD ECSE/K Critical Elements

Teacher Name: _____   Campus: _____

	TTESS Dimension	Teacher Self Rating	Visit Date:	Visit Date:	Visit Date:	Notes/Comments
12. Individualized Instruction	2.4					
◆ Use age appropriate instructional materials to support abstract skill generalization.	1.1, 1.4, 2.2					
◆ 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, voice, sl+v, gestures, pictures, and/or objects	1.3, 1.4, 2.2, 2.3, 2.4					
13. Assistive Technology						
◆ AT tools are utilized throughout the day (examples: ALDs, communication systems, writing tools/software and visual supports)	2.2, 3.1					
14. Deaf Education Specifics						
◆ Manually Coded English (MCE) used consistently during instructional time	2.3					
◆Maximizing the auditory potential for each student according to individual listening levels (i.e., acoustic highlighting, sandwiching, cuing to listen, etc.)	2.3					
◆ TASL targets for students are posted and visible for support staff	1.2, 1.3, 1.4					
◆ Differentiation of student TASL Targets are implemented throughout the day	1.2, 1.3, 1.4, 2.4					
◆ Using Grammar Graphics, Visual Phonics, Project Read, Foundations of Literacy, etc. (as appropriate in instruction)	1.4, 2.4					
◆ Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives	1.2, 2.4, 2.5					
KEY: 0=Not Evident, **1**=Observed, **2**=Consistently observed, **3**=Mastery						

Behavior Management						
	TTESS Dimension	Teacher Self Rating	Visit Date:	Visit Date:	Visit Date:	Notes/Comments
15. Classroom rules/CHAMPS expectations are clearly visible and explicitly written in a way that the students will understand.	3.1, 3.2					
16. If an individualized behavior management system is in place for a student, based on the BIP:	2.4, 3.2					
◆ Positive reinforcement systems are used (first/then, penny board, sticker charts, token economy, etc.)	3.1, 3.2					
◆ Effective interventions are used/observed	3.2					
◆ Use of prompting sequence	3.1, 3.1					
◆ Data collection system is in place and data is analyzed to determine if interventions are working						
Key: 0=Not evident, **1**=In progress, **2**= Mastery: widespread pervasive use, **3**=Mentor Level: Ready to train others						

Notes:

RDSPD Elementary Critical Elements

Teacher Name: _____   Campus: _____

Planning/Responsibilities						
	TTESS Dimension	Teacher Self Rating	Visit Date:	Visit Date:	Visit Date:	Notes/Comments
1. A classroom schedule/agenda is posted and reflects core content areas	3.1					
2. Routines and transitioning are predictable and structured to promote interaction, communication and learning with visual cue systems in place	3.1, 3.2					
3. Flexible instructional arrangement – students rotate through instructional areas	1.4, 2.5, 3.1					
◆ 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						
4. Lesson plans are aligned with grade level scope and sequence						
5. Materials are prepared, organized and accessible for teachers and students throughout the day	1.4, 3.1					
KEY: 0=Not Evident, **1**=Observed, **2**=Consistently observed, **3**=Mastery						
Teacher/Para-Educator Communication						
7. Communication between the teacher and para educators is relevant to work and appropriate for school environment	2.3					
8. Teacher and paraprofessional schedules are posted which include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses, etc.	1.4, 3.1					
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	1.1, 1.2, 2.5					
10. Teacher and para-educator are actively engaged with student(s)	2.5, 2.5					
KEY: 0=Not Evident, **1**=Observed, **2**=Consistently observed, **3**=Mastery						
Instruction						
11. Curriculum:						
◆ Instructional activities are age appropriate, based on needs and cognitive level of each student	Domain 1, 2.2, 2.4, 2.5					
◆ Teacher uses materials that are research-based, provide daily explicit and systematic instruction	1.1, 1.4, 2.2					
◆ Academic activities and IEP objectives are aligned with TEKS/FBISD scope and sequence	Domain 1, 2.2, 2.4, 2.5					
◆ Teacher uses a variety of learning modalities						
◆ Materials used:						
12. Environment:						
◆ Students are actively engaged						
◆ The learning objectives addressed in the lesson demonstrate a clear link to the general education standards: (specify subject)						

Teacher Name: _____   Campus: _____

	TTESS Dimension	Teacher Self Rating	Visit Date:	Visit Date:	Visit Date:	Notes/Comments
13. Assistive Technology						
◆ AT tools are utilized throughout the day (examples: ALDs, communication systems, writing tools/ software and visual supports	2.2, 3.1					
14. Deaf Education Specifics						
◆ Uses voice at all times	2.3					
◆ Manually Coded English (MCE) used consistently during instructional time	2.3					
◆Maximizing the auditory potential for each student according to individual listening levels (i.e.: acoustic highlighting, sandwiching, cuing to	2.3					
◆ Language targets for students are posted and visible for support staff	1.2, 1.3, 1.4					
◆ Differentiation of student TASL Targets are implemented throughout the day	1.2, 1.3, 1.4, 2.4					
◆ Using Grammar Graphics Project Read (as appropriate)	1.4, 2.4					
◆ Using Visual Phonics, Word Families, and Leveled Literacy Intervention (LLI)	1.4, 2.4					
◆ Using Project Read (as appropriate)	1.4, 2.4					
◆ Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives	1.2, 2.4, 2.5					
KEY: 0=Not Evident, **1**=Observed, **2**=Consistently observed, **3**=Mastery						

Behavior Management						
	TTESS Dimension	Teacher Self Rating	Visit Date:	Visit Date:	Visit Date:	Notes/Comments
15. Classroom rules & expectations are clearly visible and explicitly written in a way that the students will understand	3.1, 3.2					
16. If an individualized behavior management system is in place for a student, based on the BIP:	2.4, 3.2					
◆ Positive reinforcement systems are used (first/then, penny board, sticker charts, token economy, etc.)	3.1, 3.2					
◆ Effective interventions are used/observed	3.2					
◆ Use of prompting sequence	3.1, 3.2					
◆ Data collection system is in place and data is analyzed to determine if interventions are working						
KEY: 0=Not Evident, **1**=Observed, **2**=Consistently observed, **3**=Mastery						

Notes:

RDSPD Secondary Classroom Critical Elements

Teacher Name: _____   Campus: _____

	TTESS Dimension	Teacher Self Rating	Visit Date:	Visit Date:	Visit Date:	Notes/Comments
Planning/Responsibilities						
1. A classroom schedule/agenda is posted and reflects core content areas	3.1					
2. Teacher maintains a portfolio for each student which documents progress towards mastery of IEP objectives.	1.2, 1.3, 2.1, 2.5					
3. Flexible instructional arrangement – students rotate through instructional areas.	1.4, 2.5, 3.1					
☐ Small group area for direct instruction	1.4, 2.5, 3.1					
☐ Independent work areas (desks, carrels, or tables)	1.4, 2.5, 3.1					
☐ Whole group area	1.4, 2.5, 3.1					
4. Lesson plans are aligned with grade level scope and sequence	1.1					
5. Materials are prepared, organized and accessible for teachers and students throughout the day.	1.4, 3.1					
KEY: 0=Not Evident, **1**=Observed, **2**=Consistently observed, **3**=Mastery						
Teacher/Para-Educator Communication						
7. Communication between the teacher and para-educators is relevant to work and appropriate for school environment.	2.3					
8. Teacher and paraprofessional schedules are posted which include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses, etc.	1.4, 3.1					
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.	1.1, 1.2, 2.5					
10. Teacher and para-educator are actively engaged with student(s).	2.3, 2.5					
KEY: 0=Not Evident, **1**=Observed, **2**=Consistently observed, **3**=Mastery						
Instruction						
11. Curriculum:						
◆ Instructional activities are age appropriate, based on needs and cognitive level of each student	Domain 1, 2.2, 2.4, 2.5					
◆ Teacher uses materials that are research-based, provide daily explicit and systematic instruction	1.1, 1.4, 2.2					
◆ Academic activities and IEP objectives are aligned with TEKS/FBISD scope and sequence	Domain 1, 2.2, 2.4, 2.5					
◆ Teacher uses a variety of learning modalities	1.4, 2.4					
◆ Materials used:						
12. Environment:						
◆ Classroom routines and materials promote student learning	2.1, 2.5, 3.3					
◆ Differentiated Instruction strategies are being implemented in classroom activities and instruction Strategies used: _____	1.4, 2.4					
◆ The learning objectives addressed in the lesson demonstrate a clear link to the general education standards: (specify subject)	1.1, 2.2					

Teacher Name: _____   Campus: _____

	TTESS Dimension	Teacher Self Rating	Visit Date:	Visit Date:	Visit Date:	Notes/Comments
13. Assistive Technology						
◆ AT tools are utilized throughout the day (examples: ALDs, communication systems, writing tools/software and visual supports	2.2, 3.1					
14. Deaf Education Specifics						
◆ Manually Coded English (MCE) used consistently during instructional time	2.3					
◆ Maximizing the auditory potential for each student according to individual listening levels (i.e. acoustic highlighting, sandwiching, cuing to listen, etc)	2.3					
◆ Language targets for students are posted and visible for support staff	1.2, 1.3, 1.4					
◆ Using Grammar Graphics, Visual Phonics, Project Read, LLI (as appropriate)	1.4, 2.4					
◆ Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives	1.2, 2.4, 2.5					
KEY: 0=Not Evident, **1**=Observed, **2**=Consistently observed, **3**=Mastery						

Behavior Management						
	TTESS Dimension	Teacher Self Rating	Visit Date:	Visit Date:	Visit Date:	Notes/Comments
15. Classroom rules and expectations are clearly visible and explicitly written in a way that the students will understand.	3.1, 3.2					
16. If an individualized behavior management system is in place for a student, based on the BIP:	2.4, 3.2					
◆ Positive reinforcement systems are used	3.1, 3.2					
◆ Effective interventions are used/observed	3.2					
◆ Use of prompting sequence	3.1, 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**=Observed, **2**=Consistently observed, **3**=Mastery						

Notes:

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.				

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

Teacher Name: _____   Classroom: _____

STEP Alt. Curriculum Critical Elements					
Classroom Learning Environment					
	Teacher Self Rating	Visit Date:	Visit Date:	Visit Date:	Notes/Comments
1. Students are actively involved in learning with minimal unstructured time					
2. Students are taught to make independent choices					
3. Lunch, recess, PE, etc. are considered to be instructional times.					
4. Flexible instructional arrangement – **students rotate** through instructional areas. Transition signal used to indicate transition.					
♦ Area for teacher direct instruction					
♦ Area for small group 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					
5. Materials are prepared, organized and accessible for teachers and students throughout the day.					
6. Time is allotted in the daily schedule/rotations for independent work.					
7. Furniture arranged to clearly define classroom areas.					
8. Classroom areas are modified for sensory issues (i.e. auditory and visual) when necessary.					
9. 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					
♦ Student schedules are meaningful and developmentally appropriate for each student (pictures, icons, words, phrases, etc.)					
♦ Evidence exists that student schedules are routinely used.					
♦ 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 para-educator and related service schedules are posted. Classroom staff schedules include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses.					
12. Teacher and para-educators follow an established schedule for supervising students both inside and outside the classroom					
13. 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.					
14. Behavior management is consistent across classroom staff members.					
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: _____   Classroom: _____

STEP Alt. Curriculum Critical Elements (2)					
Instruction					
	Teacher Self Rating	Visit Date: ____	Visit Date: ____	Visit Date: ____	Notes/Comments
15. Curriculum:					
◆ Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum. (program guides; At a Glance)					
◆ 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.					
16. Individualized Instruction					
◆ Tasks and activities are age appropriate, functional, and based on needs of each student.					
◆ Social, play and leisure skills are taught and reinforced in a way that is developmentally appropriate for each student					
◆ Work systems are developed and used for each student to teach independent work and are changed out frequently.					
17. Communication					
◆ Each student has a way to communicate basic wants and needs (e.g. picture exchange, sign, communication boards, AT)					
◆ 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)					
◆ Environment and activities are manipulated to provide communication opportunities (i.e. sabotage – require student to request).					
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. Lesson plans and activities are aligned with grade level topics and individualized IEPs.					
20. The learning objectives addressed in the lessons show a clear link to general education 'Standards' through prerequisite skills: ☐ Reading ☐ Math ☐ Writing ☐ Science ☐ Social Studies					
21. 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					
22. Documentation and Grading					
◆ Data are collected and analyzed two times per week to monitor progress toward IEP and BIP objectives.					
◆ The data is reflected in numerical percentages or trials and is easily interpreted.					
◆ Adjustments are made in teaching strategies if data reflects limited progress					

Teacher Name: _____   Classroom: _____

STEP Alt. Curriculum Critical Elements (3)					
	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Visit Date: _____	Notes/Comments
◆ Teachers follow FBISD grading policies.					
◆ Teacher and parent use a communication report or journal regularly (at least weekly)					
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.					
◆ Teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.					
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					
24. Classroom rules/expectations are clearly visible and explicitly taught in a way that the students will understand.					
25. Behavior management is consistent across classroom staff members.					
26. 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.)					
◆ 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					

STEP Alt. Curriculum Critical Elements					
Classroom Learning Environment					
	Teacher Self Rating	Visit Date:	Visit Date:	Visit Date:	Notes/Comments
1. Students are actively involved in learning with minimal unstructured time					
2. Students are taught to make independent choices					
3. Lunch, recess, PE, etc. are considered to be instructional times.					
4. Flexible instructional arrangement – **students rotate** through instructional areas. Transition signal used to indicate transition.					
☐ Area for teacher direct instruction					
☐ Area for small group 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					
5. Materials are prepared, organized and accessible for teachers and students throughout the day.					
6. Time is allotted in the daily schedule/rotations for independent work.					
7. Furniture arranged to clearly define classroom areas.					
8. Classroom areas are modified for sensory issues (i.e. auditory and visual) when necessary.					
9. 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,					
◆ Individual student schedules reflect daily, flexible instructional arrangements					
◆ Student schedules are meaningful and developmentally appropriate for each student (pictures, icons, words, phrases, etc.)					
◆ Evidence exists that student schedules are routinely used.					
◆ 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.					

	Teacher Self Rating	Visit Date: ___	Visit Date: ___	Visit Date: ___	Notes/Comments
11. 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.					
12. Teacher and para-educators follow an established schedule for supervising students both inside and outside the classroom					
13. 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.					
14. Behavior management is consistent across classroom staff members.					

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

STEP Alt. Curriculum Critical Elements (2)

Instruction

	Teacher Self Rating	Visit Date: ___	Visit Date: ___	Visit Date: ___	Notes/Comments
15. Curriculum:					
◆ Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum. (program guides; At a Glance)					
◆ 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.					
16. Individualized Instruction					
☐ Tasks and activities are age appropriate, functional, and based on needs of each student.					
◆ Social, play and leisure skills are taught and reinforced in a way that is developmentally appropriate for each student.					
◆ Work systems are developed and used for each student to teach independent work and are changed out frequently.					
17. Communication					
◆ Each student has a way to communicate basic wants and needs (e.g. picture exchange, sign, communication boards, AT)					
◆ 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)					
◆ Environment and activities are manipulated to provide communication opportunities (i.e. sabotage – require student to request)					
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. Lesson plans and activities are aligned with grade level topics and individualized IEPs.					
20. The learning objectives addressed in the lessons show a clear link to general education 'Standards' through prerequisite skills: Reading Math ☐ Writing ☐ Science ☐ Social Studies ☐					
21. 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					
22. Documentation and Grading					
◆ Data are collected and analyzed two times per week to monitor progress toward IEP and BIP objectives.					
◆ The data is reflected in numerical percentages or trials and is easily interpreted.					
☐ Adjustments are made in teaching strategies if data reflects limited progress					

STEP Alt. Curriculum Critical Elements (3)					
	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Visit Date: _____	Notes/Comments
◆ Teachers follow FBISD grading policies.					
◆ Teacher and parent use a communication report or journal regularly (at least weekly)					
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.					
◆ Teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.					

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					
24. Classroom rules/expectations are clearly visible and explicitly taught in a way that the students will understand.					
25. Behavior management is consistent across classroom staff members.					
26. 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.)					
☐ 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

STEP Paraeducator Critical Elements	Paraeducator Self Rating	1st Rating	2nd Rating	3rd rating	4th rating	Notes/Comments
Planning						
1. Assist students to stay engaged in standards based instruction						
2. Communicate regularly with staff to ensure that information related to BIPs, IEP goals and objectives, accommodations/modifications, and documentation of progress are understood and implemented.						
3. Assist teacher in conducting observations and collecting data.						
4. Documentation: Assist teacher in maintaining documentation in the binder for each student. Those documents includes but is not limited to:						
- Daily Student Positive Point Sheets						
- Weekly Frequency and Duration Form						
- Student IEP's and Goals						
- Behavioral incidents/referrals and restraint forms						
5. Grading						
- Provide assistance in scoring and recording students' academic grades.						
6. Paraeducator has basic knowledge of each student's IEP and BIP.						
7. Follow the individualized behavior management system established for each student based on the BIP.						
8. Assist with established data collection system to provide information utilized in determine progress of interventions						
Instruction						
9. Assist teachers with academic instruction and the implementation of IEP's.						
10. Assist teacher with social skills instruction (Social Skills are directly and systematically taught during the day across settings)						
11. Assist teachers with behavior modification						
12. Implement tasks and activities as provided by teacher.						
13. Assist in implement AT recommendations approved by the ARD committee, when applicable.						
14. Actively monitor students on the computer						
Learning Environment						
15. Flexible instructional arrangements are observed for strategic grouping.						
- Provide instructional support in small group area.						
- Actively monitor and assist students in their independent work areas (individual student desks, carrels, or tables)						
- Assist teacher with whole group instruction (personal/peer social skills)						
16. Be able to access instructional materials prepared and organized by teacher.						
17. Ensure unstructured time is minimal to non-existent						
18. Assist with smooth and efficient transitions.						
19. Paraeducator has clear and proximate visual access to students in the class at all times						
20. Use of Schedules						
- Following posted classroom schedule. Classroom activities reflect the daily schedule (math= math activities; science= science activities, etc.)						
- Classroom routines and activities promote student independence.						
- Individual student schedules are readily accessible to the paraeducator.						
21. Paraeducators' schedules are posted which include: instructional assignments per instructional period/rotation, lunch breaks, inclass support, outclasses, etc.						
22. Paraeducators follow an established schedule for supervising students both inside and outside the classroom						
23. Paraeducators are actively engaged in the functions of the learning environment.						
24. Paraeducators assists in teaching communication skills, implementing student behavior and social skills programs with the use of behavior modification and crisis intervention.						

25. Paraeducators take steps to intervene when students are not in control or may be in dangerous or unsafe situations.					
26. Classroom rules/CHAMPS expectations and reinforcers are clearly visible and reviewed daily.					
27 Transition plans have been taught, are in place are evident across settings.					
28. Students are aware of and understand the Behavior Management System and can communicate its process upon request.					
29. Follow system that is in place for responding to emotional crisis.					
30. 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.)					
- The paraeducator is aware of and uses nonverbal ques to redirect problem behavior					
- Tangible reinforcement are realistically attainable					
- Effective behavior interventions are used/observed					
Professional Practices and Responsibilities					
31. Communication between the teacher and paraeducator is relevant to work and appropriate for the school environment.					
32. Paraeducator and teacher share information frequently to foster mutual support and collaboration.					
33. Paraeducator listen to concerns, use language appropriate for the student's understanding, and observe body language before making active decisions.					
34. Paraeducator take steps to intervene when student are not incontrol or may be in dangerous or unsafe intervention.					
35. Paraeducator use interpersonal and communication skills to influence, persuade, motivate, and resolve conflicts or sensitive problems.					
36. Paraeducator is actively engaged and limited time out of the classroom.					

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

Classroom Paraeducator: _____

Observer: _____Date: _____

PBM Classroom Critical Elements	Teacher Self Rating	1st Visit _____	2nd Visit _____	Notes/Comments
Planning				
1. Students are engaged in standards based instruction.				
2. Academic and behavioral accommodations/supports for each student are clearly marked and easily accessible.				
3. Teacher and paraeducator(s) are actively conducting student observations and behavior data collection.				
4. Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum.				
5. Documentation: Teacher maintains a PBM Binder for each student with academic IEP objectives. Documentation in the PBM 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)**				
6. 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.**				
7. Teacher and Paraeducators have extensive knowledge of each student's IEP and BIP.				
8. Lesson plans and activities are aligned with grade level TEKS and individualized IEPs.				
9. 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.				
10. An individualized behavior management system for each student is in place, based on the BIP.				
11. Data collection system is in place and analyzed to determine progress of interventions. Data should be updated on OneDrive daily.				
Instruction				
12. The instruction is clearly implemented with trauma-informed teaching strategies that address each students learning needs in each subject area: Math, Language, Science, Social Studies, and Social Skills.				
13. Paraeducator(s) actively assist students in accessing prior learning and academic and behavioral supports located in the classroom.				
14. Social skills instruction is integrated throughout the day using a variety of interventions.				
15. Teachers use materials that are research-based and provide daily explicit and systematic instruction.				
16. Individualized Instruction				
- Tasks and activities are aligned with grade level instruction based on needs of each student.				
17. Assistive Technology				
- The teacher implements AT recommendations approved by the ARD committee, when applicable.				
18. Technology				
Teachers have access to computers and software to support curriculum when behavior allows.				

19. Social Skills are directly and systematically taught during the day across settings. Social skills should be taught according to the scheduled time and before each core content.				
Learning Environment				
20. Flexible instructional arrangements are observed for strategic grouping.				
- Small group area for direct instruction				
- Independent work areas (individual student desks, carrels, or tables)				
- Whole group area (personal/peer social skills)				
21. Instructional materials are prepared, organized and accessible for teachers, paraeducators and students.				
22. All classroom time is structured, including transitions and bathroom breaks.				
23. Transitions are accomplished smoothly and efficiently.				
24. Teacher has clear and proximate visual access to students in the class at all times. Teachers should be up and rotating between students.				
25. 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.				
26. Teacher and paraeducators' schedules are posted which include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses, etc.				
27. Teacher and paraeducators follow an established schedule for supervising students both inside and outside the classroom				
28. Teacher and paraeducators are actively engaged in the functions of the learning environment.				
29. Teacher and paraeducators assists in teaching communication skills, implementing student behavior and social skills programs with the use of behavior modification and crisis intervention.				
30. Teacher and paraeducators take steps to intervene when students are not in control or may be in dangerous or unsafe situations.				
31. Classroom rules/expectations and reinforcers are clearly visible and explicitly written in a way that the students will understand.				
32. Students understand and can communicate their academic and behavior goals and progress outlined in their transition plan.				
33. Students are aware of and understand the Behavior Management System and can communicate its process upon request.				
34. A system is in place for responding to emotional crisis.				
35. 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				
Professional Practices and Responsibilities				
36. Communication between the teacher and paraeducator is relevant to work and appropriate for the school environment.				
37. Teacher and paraeducator share information frequently to foster mutual support and collaboration.				
38. Teacher and paraeducator listen to concerns, use language appropriate for the student's understanding, and observe body language before making active decisions.				
39. Teacher and paraeducator take steps to intervene when student are not incontrol or may be in dangerous or unsafe intervention.				
40. Teacher and paraeducator 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

Campus: _____

Classroom Teacher: _____

Observer: _____Date: _____

CLaSS Student Support/Monitoring Form

Teacher Name:	Student Name:

Date	Time In	Time Out	Notes	Staff Initials

Community Student Guidelines

Student has completed required graduation credits. The student may walk with graduating class but diploma is not awarded until exit of FBISD.   The student's Life Plan must reflect a need of independent living skills, post-secondary education or employability skills in reaching their post-secondary goal.

Considerations for a Community Student
(All recommendations are based on individual student needs and ARD Committee decisions)

Program Manager/Specialist must be invited to the 2nd staffing and ARD meeting. Transition Teacher is responsible for writing the Community IEP's.

1. Must be independent in restroom.
2. Remain in assigned area (student does not exhibit wandering or elopement behavior).
3. No physical or verbal aggression toward others or self-injurious behavior.
4. If student has medical needs, information needs to be in place or on file (see school nurse for guidance) with job site or an action plan in place.
5. Parent/student motivation to sustain work.
6. Student is Connecting/Connected with TWC
7. Student is candidate for competitive employment
8. Transition Teacher will write IEP goals pertaining to services.
9. Independent Transportation.
10. Must have a "Life Plan" on file.
11. Individual must be connected or in the process with local agency support. Ex: TWC
12. Must be able to work independently with natural support and employer supervision. Or work alone and FBISD staff periodically checks on student at worksite.
13. Strongly recommend a phone/communication device but extenuating circumstances will be reviewed on an individual basis. Student needs reliable working contact information.
14. Students may receive up to 4 hours minimum to 6 hours maximum a week depending on Life Plan needs.

<u>Is the student capable?</u>   <u>If not, what is the barrier?</u>   <u>What's the plan? By when?</u>

FORT BEND INDEPENDENT SCHOOL DISTRICT
Consent to Request Confidential Information

Date:_____

Student's Name:_____ DOB:_____ School:_____

We are asking that you authorize the physician named below **to release** specified records containing confidential information regarding the above-named student to the Fort Bend ISD regarding Homebound Services and to allow Fort Bend ISD to share necessary information with this physician.

_____
Name of Physician's Office

_____
Address

_____
Phone   Fax

Records Requested	Purpose of Disclosure
Medical Records/Information	Medical Information Regarding Need for Homebound Services (educational purposes)

Please check the appropriate boxes below.

☐ Yes ☐ No   I have been fully informed and understand the school's request for my consent. This information will be released/requested upon receipt of my written consent.

☐ Yes ☐ No   I understand that my consent is voluntary and may be revoked anytime.

_____   _____
Signature of Parent, Guardian or Adult Student   Date

_____   _____
Signature of Interpreter, if Used   Date

Return to: Homebound Department ♦ Fort Bend ISD, 138 Avenue F, Sugar Land, Texas 77478
Email: FBISD.Homebound@fortbendisd.com ♦ Phone (281) 634-1250 ♦ Fax (281) 327-1250

Revised 06/2021

FORT BEND INDEPENDENT SCHOOL DISTRICT
Homebound Services - Parent Information Form

Date: _____ / _____ / _____

Student's Name _____   ID# _____

Age _____ Date of Birth _____   Male _____ Female _____

School _____ Grade _____ Primary Language Spoken in the Home _____

Street Address _____City/State/Zip _____

Father's Name _____ Phone # _____

Mother's Name _____ Phone # _____

Email Address _____

List previous schools attended: _____

Significant factors relating to child's birth/health problems/medications/or medical examinations that you feel affect your child: _____
_____

Has your child experienced any problems with sleep, such as: regularity or duration of sleep, resistance to going to bed, difficulty falling asleep, night-wakings, sleep-disordered breathing, or daytime sleepiness? If yes, please describe: _____
_____

Has your child exhibited any significant difficulties in the following areas?
_____Attention _____Emotional _____Motor _____Physical_____Social_____Academic

If yes, please describe: _____

Describe any problems you feel your child is experiencing at home and/or in school: _____
_____

What does your child do for fun at home? What activities does he/she get involved in most often? _____
_____

_____
Name of Physician (Please **PRINT**)   Physician's Phone #

_____
Physician's Mailing Address   City   State   Zip

According to available information, the above child will be absent from school underline four (4) weeks or more. I hereby request homebound instruction. I understand that a physician's report is needed and must be completed by the attending physician to recommend placement. The "Medical Recommendation for Homebound Service" form must be on file prior to scheduling the Homebound placement meeting. A "Consent for Release of Information" form naming the attending physician must be signed by parent/guardian. I also understand that there will be a homebound placement meeting to consider my child for placement in the Homebound program.

_____
Signature of Parent(s)/Guardian(s)   Date

Please return this form to your child's campus.

FORT BEND INDEPENDENT SCHOOL DISTRICT
Consentimiento para Solicitar Información Confidencial

Fecha:_____

Nombre del Estudiante:_____ Fecha de Nacimiento:_____ Escuela:_____

Le pedimos que autorice al médico mencionado a continuación a **divulgar registros específicos que contengan información confidencial** sobre el estudiante mencionado anteriormente a Fort Bend ISD con respecto a los servicios en el hogar y que permita que Fort Bend ISD comparta la información necesaria con este médico.

_____
Nombre de la oficina del medico

_____
Dirección

_____
Numero Telefónico #   Fax

Records Requested	Purpose of Disclosure
Registros médicos / Información	Información médica sobre la necesidad de servicios en el hogar (fines educativos)

Marque las casillas correspondientes a continuación.

☐ Si ☐ No He sido completamente informado y comprendo la solicitud de mi consentimiento de la escuela. Esta información será divulgada / solicitada al recibir mi consentimiento por escrito.

☐ Si ☐ No Entiendo que mi consentimiento es voluntario y puede ser revocado en cualquier momento.

_____   _____
Firma del Padre, Tutor o Estudiante Adulto   Fecha

_____   _____
Firma del Intérprete, si se uso   Fecha

Regresar a: Departamento de Confianza en Casa ♦ Fort Bend ISD, 138 Avenue F, Sugar Land, Texas 77478
Correo Electrónico: FBISD.Homebound@fortbendisd.com ♦ Numero # (281) 634-1250 ♦ Fax (281) 327-1250

Revisado 06/2021
Traducido 11/2021

FBISD
INSPIRE·EQUIP·IMAGINE

FORT BEND INDEPENDENT SCHOOL DISTRICT
Servicios para Continados en el Hogar- Formulario de Informacion para padres

Fecha: _____ / _____ / _____

Nombre del Estudiante _____ ID# _____

Edad _____ Fecha de Nacimiento _____ Hombre _____ Mujer _____

Escuela _____ Grado _____ Idioma principal que se habla en el hogar _____

Dirección _____Ciudad/Estado/ Código Postal _____

Nombre del Padre _____ Numero Telefónico # _____

Nombre de la madre_____ Numero Telefónico # _____

Correo Electrónico_____

Lista de las escuelas a las que asistió anteriormente:
_____

Factores importantes relacionados con el nacimiento del niño / problemas de salud / medicamentos / o exámenes médicos que cree que afectan a su hijo:
_____

¿Su hijo ha experimentado algún problema con el sueño, como: regularidad o duración del sueño, resistencia a irse a la cama, dificultad para conciliar el sueño, despertares nocturnos, trastornos respiratorios del sueño o somnolencia diurna? En caso afirmativo, describa:
_____

¿Ha mostrado su hijo alguna dificultad significativa en las siguientes áreas?

_____Atención _____Emocional _____Habilidades Motoras _____Física _____ Social _____Academic

En caso afirmativo, describa:_____

Describa cualquier problema que sienta que su hijo está experimentando en casa y / o en la escuela.:_____
_____

¿Qué hace su hijo para divertirse en casa? ¿En qué actividades participa con más frecuencia?_____
_____

_____
Nombre del medico (Por favor **imprimir)**   Numero Telefónico #

_____
Dirección postal del Médico

                                    Ciudad   Estado   Código Postal

Según la información disponible, el niño arriba mencionado estará ausente de la escuela cuatro (4) semanas o más. Por la presente solicito instrucción en el hogar. Entiendo que se necesita un informe médico y el médico tratante debe completarlo para recomendar la ubicación. El formulario de "Recomendación médica para el servicio de confinados en el hogar" debe estar archivado antes de programar la reunión de colocación de confinados en el hogar. El padre / tutor debe firmar un formulario de "Consentimiento para la divulgación de información" en el que se nombre al médico tratante. También entiendo que habrá una reunión de colocación de confinados en el hogar para considerar a mi hijo para la colocación en el programa de confinados en el hogar.

_____
Firma de los Padre(s) / Tutore(s)   Fecha

Devuelva este formulario a la escuela de su hijo.

Work-Based Learning Dress Code, Grooming, Behavior, and Safety Guidelines

Date: August 4, 2023

Dear Parents and Teachers of Work-Based Learning Students,

Your child's Community-Based Learning (WBL) rotation will be starting soon. Work-Based Learning focuses on providing students with pre-employment skills while working out in the community. Although students will not be paid for their work, they will gain work experiences that focus on the development of task/job skills and employment-ready behaviors. A Job Coach or Transition Teacher will always be with your child. They will collect pertinent data through observation and use this information to facilitate the success of the student's work experience.

For your student to fully participate and experience the benefits of the WBL, we will need your assistance with a few items. Please review and assist your WBL student about the following Dress Code and Grooming guidelines. These guidelines were outlined in the WBL paperwork and in the forms that you have signed for your student's participation in the program.

Dress Code
1) Most training sites prefer long pants, no sweatpants.
2) Trainee will dress in a collared shirt with no writing.
3) Trainee must wear tennis shoes or non-skid closed-toed shoes with socks.
4) Trainee must tuck in their shirt.
5) Clothes must be clean, free of odor, holes and stains, or wrinkles.
6) Trainee needs to leave their backpacks at school.
7) Trainee is not allowed to wear shorts, skirts, or dresses.
8) Some job sites have specific colors that students will need to wear.

Goodwill
1) WBL student will wear red or blue collared shirt and khaki or black pants.
2) WBL student must wear tennis shoes or non-skid closed-toed shoes with socks

Grooming
WBL student should arrive at the training site with their appearance as follows:
1) Clean body, hands, face (young men must have no facial hair)
2) Hair will be clean, combed/brushed.
3) Hair will be styled in a manner that is not disturbing to the training environment.

Behavior
1) Follow the directions of the Job Coach/Transition Teacher.
2) Possess a positive attitude and attempt all tasks presented.
3) Cell phone is not permitted for personal use in a WBL jobsite. The WBL student will always keep their phone in their pocket or purse at the job site.

Safety

1) Maintain the safety and follow rules in the job site.

<mark>Repeated violation of dress code (Grooming, Behavior and Safety) procedures will affect student's participation in Work Based Learning (WBL) Program.</mark>

In case of illness - WBL student will not attend the Work Based Learning site if they are: running a fever, vomiting, or experiencing any medical or personal issue that will keep them from performing their tasks at the WBL jobsite.

Thanks for your help and cooperation for a successful Work-Based Learning experience.

Thank you!

Student Name and Signature: _____

Parent Name & Signature: _____

Date:_____

2023-24 Work Based Learning Guidelines-(WBL)

Transition Teacher responsibilities:

- 9th and 10th grade SAILS students
    a. Begin assessments in classroom
- 11th grade SAILS students
    a. Considered for Campus Based Vocational Instruction (CBVI)
    b. Perform assessment once a month (see attached assessment)
- 12th Grade SAILS students
    a. Considered for WBL
    b. Assess Weekly using Data Collection Sheet

(SAILS/ATS teacher communicates with Transition Teacher regarding candidates for WBL.) Program Manager/Specialist must be invited to the 2nd staffing and ARD meeting. Transition Teacher is responsible for writing the Community IEP's.

Considerations for Work Based Learning:

a. Must be independent in restroom
b. Remain in assigned area (no runners or elopement).
c. No physical or verbal aggression toward others.
d. If student has medical needs, information needs to be in place or on file (see school nurse for guidance) with job site or an action plan in place.
e. Parent/student motivation to sustain work.
f. Transition Teacher will write WBL IEP's.
g. Student is candidate for competitive employment.

(All recommendations are based on individual student needs and ARD Committee decisions)

Revised April 2022 DJ

Work-Based Learning 2023-2024 – Permission Form

Work-Based Learning (WBL):

WBL is an educational opportunity which allows students to perform real job tasks at various sites throughout the community during the week. Your student will be under the supervision of staff from Fort Bend ISD. A job coach is assigned to each site. FBISD will provide bus transportation to the training sites and back to school. If you would like your child to participate please circle the following requirements:

- I will authorize the release of emergency medical information from the school clinic. **Yes/No** ✓
- I will make sure my child will be neatly groomed and dressed appropriately for the WBL training site. **Yes/** ✓

Dress Code Agreement:

In order to participate fully, you and your child agree to follow all FBISD dress and grooming policies as outlined in the student handbook under "DRESS and GROOMING". While participating in WBL, students will also be required to follow the attached "WBL Dress Code Guidelines General.

Photo Release:

At various times during the year your child may be videotaped or photographed by the special education staff. These will be used for instructional purposes or presentations featuring Fort Bend ISD's programs. Please check one: _____ I give   _____ I do **not**

Give permission for my child_____ to have his/her picture taken and used in the ways listed above.

Parent/Guardian Signature_____ SIGN HERE   Date_____

EMERGENCY INFORMATION -To be Completed by Parent / Guardian

Student's Name: _____

Age: _____   Birth date: _____   I.D.# _____ Sex: _____

Phone: _____

Address: _____

Name of Parent / Guardian: _____

               Last   First

Father's place of Employment: _____   Phone: _____

Mother's place of Employment: _____   Phone: _____

Name of person who can be contacted if parent/guardian cannot be reached:_____

       Name   Phone

Medical Facility: _____

Telephone Number: _____

Insurance Company:

_____

Certificate No.: _____

Group No: _____

Allergies (Medication, etc):

_____

Date of last Tetanus immunization:

_____

Any medication taken routinely: Yes _____   No _____

Explain: _____

The parent(s) or guardian of _____ hereby grant(s) the person in charge of the Work-Based Learning permission to obtain whatever medical assistance is needed and hereby release(s) the school and instructors from liability for any occurrence in relation to the activities identified on my young adult's IEP. I understand that every effort will be made to maintain a safe and conducive environment for learning.

Parent / Guardian Signature _____ SIGN HERE

Date: _____ SIGN HERE