Section 5

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GENERAL INFORMATION

34 USC §§ 300.34(c)(4); 300.36; 300.114; 300.116(a); 19 T.A.C. §§ 89.1070(b)(2); 89.1075; 89.1096 and 89.63(c); FBISD Board Policy EHBA, EHBAB, EXBAC, EHBAD, EHBAE, EHBF and EHBG

Special Education Instructional Service Delivery Models

Fort Bend ISD, to the maximum extent appropriate, will ensure students with disabilities are educated with children who are nondisabled and special classes, separate schooling, or other removal of children with disabilities from the general education environment occurs only if the nature of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. The District provides a full continuum of special education services to meet the individual needs of all students. Although this is not an exhaustive list of services, this section includes information regarding the continuum of service delivery models. Please note, regardless of the staffing procedures, the placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 34 USC § 300.114 - 300.116; 19 T.A.C. §§ 89.1075 and 89.63(c).

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SPECIALIZED DISTRICT PROGRAM OR OUT-OF-DISTRICT PLACEMENT PROCEDURES (Applicable to All Special Education Programs)

Change of Placement Process for Existing Special Education Students in Fort Bend ISD

The following procedures must be followed before an ARD Meeting is held to consider placement in a District-Wide Program or Out-of-District placement (Nonpublic Day School). This procedure is designed to ensure that the student is participating in the Least Restrictive Environment and receiving the proper supports and services based on their current needs and supporting data.

Ultimately, placement decisions shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 34 USC § 300.114 - 300.116; 19 T.A.C. §§ 89.1075 and 89.63(c).

Process Prior to a Change of Placement to a Special Education Program (BSS, ABC, FLASH, SAILS, CLaSS, etc.) or Out of District Placement

Before considering a change of placement to a Special Education District Wide program/Out-of-District Placement, it is important that staff involved with the student's services are aware of and implementing all services noted in the student's ARD documents, and data is being collected documenting the implementation of services.

Conducting the First Staffing with the Current Campus Based Staff

If campus staff have concerns regarding a student's progress, and are considering a Change of Placement, a staffing should be scheduled with the campus-based staff involved with the student's services (classroom teacher, case manager, evaluation specialist, campus administrator and any other relevant service personnel). Please note if the recommendation for a change of placement is due to the student's behavior, the LSSP assigned to the secondary campus should be in the staffing when possible. If the change of placement consideration is coming from an elementary campus, where LSSPs are not housed on a regular basis, but support from an LSSP is needed, the campus should complete an LSSP Support Request form.

The CCC/ARD Facilitator must notify the Program Manager/Specialist, of the student's current placement, of the concerns and possible recommendation for a Change of Placement. **Please note the Program Manager/Specialist is not required to attend the staffing. However, if there are questions/support needed to prepare for the initial staffing with the recommended new program manager, the campus should contact the current Program Manager to inform/seek guidance on next steps

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During the staffing, the following is recommended:

Review at least six weeks of progress monitoring data on academics and behavior.

If the student's behavior is impacting the student's success in the current placement, a Functional Behavioral Assessment (FBA) should have been conducted within the past year and a Behavior Intervention Plan (BIP) developed those addresses behaviors of concern and corresponding interventions based on function. Data should support that the BIP has been properly implemented by the teacher and other staff members working with the student.

Consider if changes to the BIP and or additional supports and/or alternative strategies and intervention are warranted prior to Change of Placement. Below is specific information regarding specialized programming considerations:

Consideration of ABC services/placement
- Consideration of individualized visual schedule that minimizes unstructured time.
- Documented use of a functional communication system and its effectiveness.
- Significant learning challenges not linked primarily to a cognitive deficit.
- Significant stereotypical, repetitive, and challenging behaviors which result in difficulty focusing on and engaging in activities in a productive manner, disruption of activities, self-injury, and/or aggressive behavior toward others.
- Significant social skill deficits and the tendency to avoid interaction or to show little awareness of or interest in others which may include limited play interests/skills or limited functional use of objects.
- Significant communication skills deficits, such as limited communication form and function.

o Consideration of SAILS services/placement
- Documentation indicating limited progress within general education with modified curriculum and supplementary aides and supports
- Student requires a pre-requisite curriculum to access the TEKS
- Need for explicit instruction and development of functional academic skills along with everyday life skills such as self-care, vocational, self-advocacy, etc.

o Consideration of BSS services/placement
- Regular systematic behavioral and/or social skill instruction from a school staff member (i. e., special education teacher, counselor, LSSP).
- Significant challenging behaviors which result in difficulty focusing on and engaging in activities in a productive manner, disruption of activities, self-injury, lack of self-regulation, elopement and/or aggressive behaviors toward others.
- Significant social deficits in the areas of critical thinking, problem solving, relationship with peers and adults, decision-making and self-management.

- Consideration of CLaSS and CLaSS Plus services/placement
  - Regular systematic social skill and emotional regulation instruction from a school staff member (I.e., special education teacher, counselor, LSSP)
  - Limited progress on social and behavioral goals.
  - Significant learning challenges not linked primarily to a cognitive deficit.
  - Significant challenging behaviors which result in difficulty focusing on and engaging in activities in a productive manner, disruption of activities, self-injury, and/or aggressive behavior toward others.
  - Significant social deficits in the areas of critical thinking, problem solving, relationship with peers and adults, decision-making and self-management.

- Consideration of FLaSH services/placement
  - Student requires school health nursing services due to significant medical needs.
  - The student exhibits significant cognitive deficits, physical disabilities, and may be considered medically fragile.
  - Significant social skill deficits and the tendency to avoid interaction or to show, little awareness of/or interest in others which may include limited play interests/skills or limited functional use of objects.
  - Significant communication skills deficits, such as limited communication form and function.
  - Significant academic and functional difficulties that are severe in intensity and/or are frequent in nature that impede the learning and functional daily living skills of the student despite research-based intervention support. Some examples include difficulty attaining or lack of prerequisite academic skills; basic social skills; basic self-help skills; basic vocational skills, etc.

If there is a recommendation to consider a change of placement to a specialized districtwide program, the **Consideration of Change of Placement Form** (see Appendix) should be completed during the staffing.

After the staffing, if data supports a change of placement, the CCC//ARD Facilitator must send the completed Consideration of Change of Placement (COP) Form and required documentation to the Program Manager over the district wide program (or out of district placement) being considered to schedule a staffing. The form should be submitted at least 48 hours prior to the staffing date/time so that the program manager can review the student's information and supporting data.

Once the proposed program's Program Manager receives the COP form, he/she will then make contact with the current Program Manager to seek specific student information. Use of the Cross Collaboration meeting time is encouraged to conduct an in-house staffing.

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- Proposed Program Manager will review the COP form and data to determine if the COP is ready to move forward.
- If data is complete and a change is warranted, the Program Manager over the recommended program will determine the suggested campus location and the sending campus will invite the receiving campus staff and the recommended Program Manager to the second staffing.
- If data is incomplete or the recommended Program Manager has questions related to the implementation of strategies, the recommended Program Manager will meet with the campus to discuss next steps.

Conduct the Second Staffing with the Proposed Program Manager and Recommended Receiving Campus

The student's attending campus is responsible for scheduling the second staffing. The staffing must include the current campus administrator, the classroom teacher, case manager, and any other service providers who may be able to discuss the specifics of the student that pertain to a change of placement. Members from the initial campus-based staffing, who have knowledge of the student and his/her programming should be present. In addition to the required, current campus staff members, the proposed program's Program Manager and the recommended receiving campus staff must be invited.

The purpose of the second staffing is to review the student's needs, current programming, prior interventions, and the student's response to those interventions, as well as ensure the new program campus staff have adequate information to support a successful transition if the ARD Committee agrees on a Change of Placement. Any revisions to the student's current ARD paperwork, i.e., updated PLAAFPs, a change in accommodations, or revised/new IEPs should be discussed in this staffing. Please note, any subject that is taught in the self-contained setting must have an IEP written for it, regardless if the content is modified or not. Content taught in a self-contained environment may have diminished access to the full scope and sequence, and as a result, will need to be discussed and specific goals and objectives written to support the curriculum in that specific subject.

Home Campus Role in Second Staffing
The role of the student's current educational staff (i.e., sending campus, or same campus with program change):

- Ensure that interventions have been attempted and data has been collected.
- Schedule all staffings and ARDs.
- Be prepared to discuss current interventions/accommodations in place and the student's response to them (present written documentation of student data).
- Listen to suggestions/interventions/concerns posed by the Program Managers and/or staff from the potential receiving campus.
- Complete all necessary paperwork for ARDs (i.e., FBA, BIP, IEPs, transportation, etc.).

- Allow for the proposed campus/program to observe the student prior to the ARD.

The Role of the Receiving Campus/Program Staff (including Nonpublic Day School staff)
The role of the Receiving Campus/Program Staff is to:

- Listen and consider the recommendations of the sending campus/educational staff as they explain the student's current academic and/or behavior concerns/lack of response to intervention/thoughts regarding continuing current placement.
- Review written documentation of student data.
- Collaborate with the sending school staff and Program Manager to propose any changes to IEPs, BIP, scheduling, and placement recommendations.
- Conduct an observation of the student prior to ARD, if needed.
- Send a representative (e.g., administrator, teacher, CCC, DH, ARD Facilitator, etc.) to attend the staffing and ARD.

Following the second staffing, the ARD Committee (including staff members from the student's current educational program and from the proposed program meet at the student's current campus to consider the recommendations and the ARD committee makes all decisions necessary regarding change of program and placement. ** The ARD meeting is held at the campus the student is currently attending (not the campus/program that is being proposed). *Note that the location of the new program is not an ARD committee decision, but if at all necessary, should be determined prior to the ARD to consider change of placement.*

Please note, regardless of the staffing procedures, the placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 34 USC § 300.114 - 300.116; 19 T.A.C. §§ 89.1075 and 89.63(c).

Transfer Students
If a student transfers into Fort Bend ISD from another district and the student was in a specialized program in the sending district, contact the respective Program Manager to discuss information received from the previous district (ARD paperwork, phone calls, etc.). This information will be used to consider placement in a comparable Fort Bend ISD Special Education District-wide Program without a staffing. The Program Manager will contact the receiving campus as soon as possible to inform them of the possible transfer ARD meeting and further discuss whether a formal staffing is required. Please note, the Transfer ARD should be held at the student's home campus. Once the student has transferred into the designated district program, the campus has 30 days to complete appropriate curriculum-based assessments (BRIGANCE, ABLLS, etc.) to gather updated present levels of performance.

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ACADEMIC, BEHAVIOR, AND COMMUNICATION

Program Facts

Short Name / Acronym	ABC
Program Manager	Holly Martinez – Elementary ABC
Program Specialist	Leticia Martinez, Aisha Morgan
Program Manager	Rebecca Kaminski – Middle School ABC
Program Specialists	Katherine Krueger
Grade Level(s) Served	K – 8th
Elementary Locations	APE; BBE; BJE; DLE; CME; EGE; EAJ; JNE; JSES; Meadows, MBE; MGE; MYE; PGE; RDE; SME; SOE; WBE
Middle School Locations	FSMS; GMS; JBMS; QVMS; SLMS; SMS; TMS

Program Description

Academic, Behavior and Communication (ABC) program provides intensive educational services for students who are kindergarten through 8th grade that require a highly structured environment. Students receiving ABC services typically demonstrate significant repetitive stereotypical or challenging behaviors, little to no functional communication skills, high need for visual/physical structure, and the need for "ready to learn" behavioral skills.

Program Goal

The goal of ABC is to provide special education students with adaptive, academic, behavioral, social, and communication skills necessary to be educated in an inclusive setting.

Overarching goals include increasing independence, functional communication, increasing social interaction skills, pro-social behaviors, and other skills students can further utilize as they transition into adulthood.

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Program Objectives

A. To provide staff that has knowledge, training and experience of a continuum of best practices, research-based teaching approaches and strategies to ensure that each student is provided an intervention program that best meets his/her needs and the needs of the family.

B. To establish a physical environment conducive to addressing the significant features typically associated with Autism and other developmental disabilities.

C. To implement established, research-based methodologies specific to the learning styles of children with autism spectrum disorders and other developmental disabilities.

D. To provide individualized behavioral supports and interventions based on the results of Functional Behavioral Assessments (FBA) in order to decrease problematic behaviors and to teach functionally equivalent pro-social replacement behaviors.

E. To provide a highly structured environment in order to decrease repetitive stereotypic behaviors and increase pro-social behaviors.

F. To provide regular and ongoing systematic measures and documentation of progress and educational outcomes.

Program Supports

ABC is supported by Special Education Teachers, General Education Teachers, Paraprofessionals, Campus Administrators, Program Managers, Program Specialists, Adapted Physical Education Teachers, Speech Language Pathologists (SLPs), Licensed Specialists in School Psychology (LSSPs), Board Certified Behavior Analysts (BCBAs), related services staff, and parents. There are five critical classroom elements that describe the expectations for ABC, typically referred to as the "Critical Elements" of ABC. (See Appendix for the Critical Elements for the ABC Program)

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Addressing LRE

Based on the student's individual needs, as determined by the student's ARD committee, ABC provides a range of services from full day self-contained in the ABC setting to support in the general education setting by special education staff. The services focus on developing academic, communication, social, and behavioral skills that allow students to gain increasing independence.

In attempt to ensure students are educated based on their individual needs and in consideration of least restrictive environment (LRE), <u>the disability category of AU (Autism) does not automatically warrant placement within the ABC setting</u>.

It is important to consider whether the student's academic and behavioral needs can be met in a less restrictive setting. If the student demonstrates basic compliance, independence, communication, and appropriate social skills, it is unlikely that that student requires the support of the ABC setting.

Students whose IEP needs are exclusively social skills, will most likely benefit from social skills instruction with typically developing peers. Research shows that social skills taught in the natural context where the student has maximal access to typically developing peers is best practice. This can include instruction and practice in school locations, including but not limited to cafeteria, gym/physical education, hallways, general education classrooms and/or special education classroom with the assistance of a general education counselor, campus LSSP, and/or special education staff member. A student who requires social skills instruction only, likely would not benefit from receiving instruction within the ABC setting.

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Program Components / Critical Elements

The ABC Program Components/Critical Elements are designed to guide the Special Education Teacher in understanding expectations for teaching in ABC.

Classroom Learning Environment

- Students are actively engaged in meaningful learning activities from beginning to end of each class period. Unstructured time is minimal to non-existent.
- Lunch, recess, PE, etc. are considered to be instructional times, whether in the school or community. Students are encouraged and taught how to interact with their typically developing peers, and social skills are systematically taught during these times.
- Students are taught to make independent choices (e.g., what to eat, where to play, who to play with, and materials to use).
- Flexible Instructional Arrangements – Physical room arrangement and schedules provide opportunities for small group, one to one, and independent work. Whole group instruction is kept to short periods of time.
- Time is allotted in the daily schedule/rotations for independent work.
- Furniture is arranged to clearly define classroom areas and areas are modified for sensory issues (i.e., auditory and visual when necessary).
- A classroom schedule is posted reflecting the core content areas; individual student schedules reflect daily, flexible instructional arrangements and are developmentally but age appropriate; and students are taught to use schedules in order to promote student independence.

Teacher / Paraprofessional Communication

The ABC teacher must communicate regularly with all staff working in and supporting ABC.

1. Communication between teacher and paraprofessionals should be relevant to work/tasks and appropriate for the school environment.
2. Teacher and paraprofessionals are to have a clearly defined schedule to include instructional assignments per period/rotations, lunch breaks, planning period, out classes, etc. Related service schedules are posted when appropriate.
3. Communication with all staff working in ABC should utilize information related to IEP goals and objectives, data collection for effective progress monitoring, BIPs, accommodations/modifications, AT and documentation of progress. Collaboration across services with general education teachers, special education teachers, speech pathologists, related service providers and parents should occur on a regular basis.

Instruction

ABC encompasses differentiated instruction and a student-centered approach to ensure that each student's IEP goals and objectives are addressed.

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Curriculum

The curriculum for ABC is the FBISD curriculum, unless otherwise specified in the student's IEP. ABC teachers are responsible for teaching all core subject areas. Collaboration between the general education/resource teacher and the ABC teacher should occur to ensure that the student gets access to the full range of the curriculum.

ABC teachers should make every effort to attend grade level planning meetings. General education lesson plans can be found in Schoology and teachers can scaffold the instruction as needed.

1. Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum (Program Guides; At-a-Glance).
2. Social Skills instruction is integrated throughout the day using a variety of interventions.
3. Materials and strategies are research-based and provide daily explicit and systematic instruction.

Independent work tasks are functional and meaningful and have been taught to the student prior to being placed in the independent work system. Individualized instruction may include:

1. Numerous tasks and activities that are age-appropriate and functional, and based on the specific needs of each student.
2. Social, play, and leisure skills are taught and reinforced in a way that is developmentally, but age-appropriate, for each student.
3. Individual work systems are developed and used for each student to teach independent work and are changed out frequently.

Communication

1. Each student has a way to communicate basic wants and needs. (e.g., picture exchange, sign, communication boards, etc.).
2. The teacher implements AT recommendations approved by the ARD committee.
3. AT tools are utilized through the day (e.g., communication systems, writing tools/software, visual supports)
4. Environment and activities are manipulated to provide communication opportunities (e.g., sabotage –require student to request).

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Individual Education Plans (IEPs) and Lesson Plans

ABC teachers should utilize research-based strategies, materials, and interventions which address the learning needs of students with an autism spectrum disorder or other developmental disabilities.

1. The teacher should demonstrate an extensive knowledge of each student's IEP and BIP.
2. Lesson plans and activities are aligned with grade-level topics and individualized IEPs.
3. The learning objectives in lessons show a clear link to the general education standards through pre-requisite skills in reading, math, writing, science and social studies.
4. A portfolio for each student is maintained that documents progress toward mastery of IEP objectives. Information in each portfolio includes:
   a. legal documents (i.e., ARD, FIE, BIP)
   b. assessment records (i.e., ABLLS, Brigance, ASSP)
   c. work samples
   d. related service logs
   e. data collection

Documentation and Grading

The teacher will regularly document student progress on IEP goals and objectives. The ABC teacher and/or paraprofessional are expected to gather academic and behavioral data. Students receiving ABC services are held to the same grading expectations unless otherwise specified in their ARD/IEP.

1. Data is collected and analyzed two times per week to monitor progress toward IEP and behavior objectives.
2. The data is reflected in numerical percentages or trials and is easily interpreted.
3. The teacher follows FBISD grading policies.
4. Teacher and parent use a communication report or journal regularly (at least weekly).

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<u>COSF</u>

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes for children who are receiving special education services and are ages 3-5 years old as of September 1st (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The student is considered part of early childhood until the student turns six years of age or is dismissed from the special education services. The service provider/special education teacher is required to complete an entry Child Outcome Summary Form (COSF) when the child begins receiving special education services, or when a child transfers into the district with special education services and is between the ages of 3-5. The service provider/special education teacher is required to complete exit Child Outcome Summary Form (COSF) when the child exits early childhood special education services. The exit would be completed during the spring semester of the same school year the child turns six years of age, or upon dismissal of receiving special education services. The entry and exit COSF forms are monitored for completion by the ABC Program Manager and submitted for document review to the Program Specialist of Compliance, Lead Speech Path, or Program Manager of Early Childhood Special Education.

Training on the COSF process is offered during the year. The COSF is completed collaboratively with parents, SLP, and other service providers. Monthly COSF deadlines and reminders will be sent out by the Program Specialist of Compliance to the Campus Compliance Coordinator. The Campus Compliance Coordinator is responsible for providing monthly campus e-mails to the special education teachers, SLPs, and other service providers on their campus. The COSF form is located in Success Ed.

Assessment

Special Education Teachers who serve students in the specialized self-contained settings will utilize the ABLLs and/or Brigance in addition to teacher reports, parent reports, informal and formal checklists to assess current needs of the student to develop appropriate goals and objectives that meet the student's current functioning level. The assessment will need to be conducted prior to each annual ARD meeting. For the ABLLs or Brigance, the protocol must be included in the student's folder as the student changes schools or settings in order to track progress across the student's educational career.

Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.

1. There is a clear link between the assessment and the PLAAFP.
2. The teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.

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Behavior Management

In addition to the classroom management system, ABC provides individualized behavior management systems utilized for each student. Teacher and paraprofessionals apply effective principles of Crisis Prevention Intervention (CPI) for students who demonstrate aggressive behaviors and may require verbal de-escalation and/or physical restraint.

1. Visuals regarding classroom rules and expectations are posted in the classroom where they are visible to the students. Rules are explicitly taught in a way that the students understand. All classroom staff members are responsible for teaching and enforcing the rules and procedures to the students.
2. Behavior management is consistent across classroom staff members.
3. An individualized behavior management system for each student is in place, based on the BIP, as determined by the student's ARD committee.
   a. Behavior is managed and modified through direct teaching of desired behavior.
   b. Positive reinforcement systems are in place and individualized to student needs. Consequences for behavior are clearly identified and developmentally appropriate.
   c. Research-based interventions are used/observed.
   d. The prompting sequence/hierarchy is used.
   e. Data is collected a minimum of two times per week and data is analyzed to determine if interventions are working.

Staff Development Expectations

The district provides trainings to address the needs of students receiving ABC services. A list of the trainings (in SharePoint) will be made available on an annual basis to staff members providing ABC services. All teachers and paraprofessionals must maintain current CPI certification. The district provides CPI training regularly and staff members can register in eLearning located under the Staff tab on the FBISD website. In addition to the published staff development trainings, Job Alike meetings will be hosted after school as a form of mini staff development.

Job Alike

ABC teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and ongoing staff development regarding best practices for working with students with Autism and other developmental disabilities as well as updated program, ESY, and state assessment information.

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Campus Administrator Expectations

Campus administrators providing oversight and supervision of teachers in ABC should have access to and understand how to utilize the Critical Elements Checklist. Utilizing the Critical Elements Checklist will enable the administrator on campus to understand ABC expectations. Campus administrators should have open communication with the Program Manager and Program Specialist of ABC/SAILS program to ensure that common goals for students in ABC are met. In addition, the supervising administrator on campus must maintain their CPI certification by taking a CPI course each year.

The program manager and specialist are available to collaborate with the campus administrators on walk-throughs and completion of the critical elements form. Campus administrators should also expect to have a professional, working relationship with the ABC program manager and specialist to ensure that common goals for the students in ABC are met.

Critical Elements Observation Form

See Appendix for Critical Elements Checklist for ABC.

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18+ ADULT TRANSITION SERVICES

Program Facts

Short Name / Acronym	ATS
Types	ATS-Project SEARCH, ATS-Community, ATS-Campus
Program Specialist	Debbie Jebbia
Grade Level(s) Served	18+ (met graduation requirements for HS Graduation)
Reporting of Grades	IEP Goals & Objectives Updates
Class Assignment	Special Education
Homeroom Assignment	ATS Teacher
Teacher of Record Assignment	ATS Teacher
IA / Setting Code	Based on last ARD Meeting held*
ADA Code	Full Day (At least 4 hours each school day)→ ADA = 1
(determined by amount of services the student receives)	Half Day (At least 2 hours but fewer than 4 each school day)→ ADA = 2
	For students who receive less than 2 hours each school day→ ADA=0
High School Location(s)	ALL HS campuses, Community Locations

*ARD Committee makes final decision

Program Description

Adult Transition Services (ATS) will allow students to begin experiencing adult life activities in the community while having the support of the school system. Locations can include community based vocational instruction sites, paid employment sites, post-secondary education options, community sites such as grocery stores, and adult agencies. Community sites for recreation/leisure are included in the transition programming options for ATS students. The specific locations where the instruction occurs, and the supports needed are based on the individual needs of the adult student's IEP developed by the IEP committee. Age-appropriate settings can include, but are not limited to business, community services, living arrangements, transportation and recreation/leisure locations.

ATS is a community-based program that uses the community to facilitate the transition to adult life. Adult students collaborate with their families and ATS staff to work on the IEP for each adult student which is designed to be implemented in a natural environment in the community that have been identified as post-secondary goals for the adult student. All current evaluation data is used to identify strengths, preferences, and student interest related to their post-secondary goals. The IEP is the guiding framework to implement instruction for work-based learning, post-secondary education, independent living, service learning, recreation/leisure activities, or other areas of need identified by the IEP committee.

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Program Goal
The ATS program goal is to serve young adults with disabilities as they transition from public school to adult life, which may include on or more of the following:

- To assist adult students in obtaining full or part-time employment;
- To assist adult students in participating in post-secondary education and/or training;
- To assist adult students and family in developing viable transportation opportunities as appropriate to ensure access to the community;
- To facilitate the learning and use of self-determination skills;
- To refine skills necessary to living with family, in a group home or independently;
- To assist adult students in developing skills related to accessing recreation and leisure activities in the community;
- To connect adult students and their families with the process of accessing adult agencies for continued services, and/or
- To provide training, support and opportunities for adult students with disabilities to increase their level of independence.

Program Supports
Adult Transition Services is supported by special education teachers, transition teachers, paraprofessionals, campus administrators, program managers/specialists, related services personnel (in-home and parent trainers, counseling, O&M, school health, transportation, AI, and VI), Licensed Specialists in School Psychology, and parents.

Program Structure
The students will work on their individualized education program based on their post-secondary goals. The goal is for the students to participate in appropriate postsecondary education activities to meet the post-secondary goals.

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Addressing Program LRE
Fort Bend ISD must ensure that students with disabilities have available to them the variety of educational programs and services available to non-disabled students. For ATS students, the goal is to implement the IEP goals and objectives with age-appropriate non-disables peers in the community to the maximum extent appropriate.

18+ Adult Transition Services are designed to provide transition-based services within transition-based IEP. The adult student in an 18+ program has:

- Met state credit and statewide assessment requirements for graduation.
- Has walked the graduation stage if desired with co-hort, received a certificate of attendance, BUT DID NOT RECEIVE A DIPLOMA.
- Has not met TAC 89.1070(b)(2)
- Would benefit from continued specialized services, provided for under federal law, in order to meet 89.1070(b)(2)

18+ Adult Transition Services is NOT designed for students who have not met graduation requirements yet are over 18 years of age.

Referral Process
The decision for placement into ATS is an ARD committee decision. An ATS referral is a collaborative process between the campus, ATS Teacher, and Program Specialist. The referral includes completing the ATS Screening Form (See Appendix). The ATS Teacher will notify ATS Program Specialist of an ATS referral.

Student Eligibility
Who is eligible? Students receiving special education services ages 18-22 that have completed all credit/curriculum/state assessment requirements and will be graduating under option 19 TAC §§ 89.1070(g)(4)(A-D) or (b)(2)(A-D) that require additional transition services in order to meet the requirements for graduation.

Procedures for Considering Placement
ATS is not appropriate for all adult students with disabilities who are 18 or older. To be considered for ATS, the following should be considered-

- Typically, between the ages 18-22 and must reside in FBISD.
- Identified as receiving special education services.
- Have completed their high school courses for graduation.
- Have met state assessment guidelines.
- Referred for consideration by staff, parent or student request; and
- Require and/or seek support in skills necessary for adult life beyond the age of 18

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Are flexible schedules allowed?

Yes. All transition services and programs for students receiving special education services ages 18-22 should be individualized based on the student's specific postsecondary needs relative to a successful transition to their adult life. Attendance should be documented based on the options available in the Student Attendance Handbook (ex. ADA Code 1-Full Day Attendance, ADA Code 2 – Half Day Attendance, ADA Code 0- Enrolled, Not in Membership).

ATS Curriculum

ATS provides a specialized curriculum for adult students with disabilities based on their individual IEP plans within the community. The ATS curriculum is built around these objectives:

- Employment skills
- Education Training
- Independent Living skills
- Community Education
- Developing appropriate leisure and recreation activities
- Planning, organizing and scheduling

The Unique Curriculum is also a resource used to support these objectives.

Individual Education Plans (IEPs) and Lesson Plans

- Teacher has extensive knowledge of each student's IEP and BIP
- Lesson plans and activities are aligned with postsecondary goals from each student's individualized IEPs
- Teacher maintains a Transition Binder for each adult student, which documents progress toward mastery of post-secondary goals. Information in the portfolio includes:
    - Current Life Plan (Person-Centered Planning Tool)
- Sections on Vocational, Daily Living, Personal Life, and Community Data Collection
    - Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives
    - The data is reflected in numerical percentages or trials and is easily interpreted
- Assessment
    - Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs
    - There is a clear link between the assessment and the PLAAFP

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Documentation
The teacher will regularly document student progress on IEP goals and objectives. The ATS teacher and/or paraprofessional are expected to gather data.

Data is collected and analyzed two times per week to monitor progress toward IEP and behavior objectives.

The data is reflected in numerical percentages or trials and is easily interpreted.

Behavior/Classroom Management

- Classroom rules/CHAMPS expectations are clearly visible and explicitly written in a way that the students will understand
- An individualized behavior management system for each student is in place, based on the BIP
    - Positive reinforcement systems are used (first/then, penny board, sticker charts, token economy, etc.)
    - Effective interventions are used/observed
    - Use of prompting sequence
    - Data collection system is in place and data is analyzed to determine if interventions are working

Staff Development Expectations
The district provides trainings to address the needs of students receiving ATS. A list of the trainings will be made available on an annual basis to staff members providing ATS. All ATS teachers and paraprofessionals must maintain current CPI certification. The district provides CPI training regularly and staff members can register in E-learning. In addition to the published staff development trainings, Job Alike meetings will be hosted after school as a form of mini staff development.

Job Alike
ATS teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and staff development regarding best practices for working with students receiving 18+ services as well as updated program information.

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Campus Administrator Expectations

Campus administrators should expect the critical elements of the ATS program to be in place in each ATS classroom (See Appendix). Campus administrators are encouraged to review the Critical Elements as needed to support ATS staff. In addition, the supervising administrator on campus is encouraged to maintain his/her CPI certification by taking a CPI course each year.

The ATS Specialist is available to collaborate with the campus administrators on walk-throughs and completion of the critical elements form. Campus administrators should also expect to a professional, working relationship with the program specialist to ensure that common goals for the students in ATS are met.

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BEHAVIOR SUPPORT SERVICES

Program Facts

Short Name / Acronym	BSS
Program Managers	Cleo White – Elementary
	Erick Powers – Middle
	Sedric Clark – Secondary
Program Specialists	Chandeep Kohli
	Adrienne Falls
	Teneshia Fitzgerald
Grade Level(s) Served	K – 12th
Elementary Locations	AE, BBE, BGE, BRE, HE, EGE, LCE, LGE, MHE, MWE, OE, , QVE, RGE, RPE, TWE
Middle School Locations	CMMS, DCMS, GMS, JBMS, LOMS, MCMS, QVMS, SLMS
High School Locations	AHS, BHS, CHS, DHS, EHS, HHS, KHS, MHS, RPHS, THS, WHS

Program Description

Behavior Support Services (BSS) is designed to be a continuum of supports for students who receive special education services and have been identified as having severe problematic behaviors that impede their ability to be successful in a less restrictive setting. These behaviors can be, but are not limited to, severe physical and verbal aggression, elopement, self-injurious behaviors and extreme, disruptive noncompliance. The program is designed for students who can participate in group-interactive role play and conversational social skills lessons and can function in the general education and/or resource environment when their behavior is regulated and safe. Their behavior is driven by an emotional imbalance as opposed to a functional communication or cognitive need. The purpose of the services is to provide in-depth, intensive and individualized instruction in the area of academics, behavior, social and emotional development in an academic setting. Students may have a range of academic skills. However, their behavior affects their ability to experience success in a less restricted environment. As a result, these students require social and/or behavioral support from specially trained staff members in order to facilitate the demonstration of appropriate behaviors in the school setting with the goal of generalizing skills successfully in the general education and/or resource setting/s.

Special Education Administrative Procedures, 2021-22

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Program Goal

The goal of Behavior Support Services (BSS) is to provide students receiving special education services with behavioral and social skills necessary to facilitate a reintegration into the general education classroom setting, and to increase the students' behavioral and social abilities in order to be successful in their transition into adulthood.

BSS is designed to serve students with chronic severe behavioral difficulties that interfere with their ability to access the curriculum in a lesser restrictive environment. The program is structured to meet the various behavioral needs of each student and focuses on assisting students with behavioral and academic growth and social development. This is accomplished through a continuum of services in the school setting that range from direct and intensive instruction by BSS staff in a self-contained classroom, to support by BSS staff in a lesser restrictive setting.

Overarching goals include increasing the development of emotional and behavioral competencies, developing the skills necessary for regulating student behavior within appropriate expectations, improving academic performance increasing critical thinking, problem solving, and self-management skills, and building and maintaining positive relationships with peers and adults.

Program Objectives

A. To provide a highly structured environment that provides intensive behavioral support and services in a well-controlled classroom setting managed by behaviorally trained staff.
B. To implement and deliver established, research-based methodologies, strategies, and accommodations based on Individual Education Plans (IEPs) and Behavior Intervention Plans (BIPs).
C. To provide technical support and follow-up services to BSS staff necessary to ensure that strategies are implemented consistently with fidelity.
D. To provide individual behavioral supports and interventions based on the results of Functional Behavioral Assessments in order to decrease problematic behaviors and teach functionally equivalent pro-social replacement behaviors and coping techniques.
E. To reduce the frequency, intensity, and duration of challenging behaviors and manage co-occurring mental health issues of students.
F. To provide classes for opportunities for students that will facilitate the learning of the necessary skills and behaviors for successful transition into adult life.

Program Supports

BSS is supported by Special Education Teachers, General Education Teachers, Paraprofessionals, Campus Administrators, Program Managers, Program Specialists, Licensed Specialists in School Psychology (LSSPs), Board Certified Behavior Analysts (BCBCAs), related services staff, and parents. There are five critical classroom elements that describe the expectations for BSS, typically referred to as the "Critical Elements" of BSS. (See Appendix for the Critical Elements for the BSS Program).

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Addressing LRE

Students assigned to the BSS program will be included in the general education and/or resource setting/s to the maximum extent appropriate, as determined by the ARD committee. The program focuses on developing social and emotional/behavioral skills so the student can be more productive in the least restrictive environment. Students receiving BSS services may initially receive services in the self-contained setting for some or all of the day depending on the decision of the ARD committee, through an Orientation Period. Accordingly, behavioral and academic supports are provided for each student based on individual strengths, deficits, and needs.

To ensure students are educated based on their individual needs and in consideration of least restrictive environment (LRE), <u>the disability category of Emotional Disturbance (ED), or any other disability category, does not automatically warrant placement within BSS.</u> It is important to consider whether the student's academic and behavioral needs can be met in a lesser restrictive setting. If the student demonstrates compliance, self-regulation abilities, and appropriate social and behavioral skills, it is unlikely that the student requires the support of BSS.

Procedures for Considering Placement

Refer to "Specialized District Program or Out of District Placement Procedures" above in Section 5.

Program Components / Critical Elements

The BSS Components/Critical Elements are designed to guide the Special Education Teacher in understanding expectations for teaching in a BSS classroom.

Classroom Learning Environment

1. Students are actively engaged in meaningful learning activities from the beginning to the end of each class period. Unstructured time is minimal to non-existent.
2. Lunch, recess, PE, etc. are considered instructional times, whether in the school or community. Students are encouraged to and are systematically taught how to interact with peers and adults using appropriate behavior and social skills.
3. Students are taught to make independent choices (e.g., what to eat, where to play, who to play with, and materials to use).
4. Flexible Instructional Arrangements – Physical room arrangement and schedules provide opportunities for small group, one to one, and independent work. Whole group instruction is kept to short periods of time.
5. Furniture is arranged to clearly define classroom areas and areas are modified to include a calming area (to be used when necessary).
6. A classroom schedule is posted reflecting the core content areas, individual student schedules reflect daily flexible instructional arrangements and are developmentally appropriate, and students are taught to use schedules in order to promote student independence.

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Classroom Management

1. Classroom rules and CHAMPs procedures, or other designated positive/relationship-based behavior management system, are defined for each of the school-wide expectations and are posted in the classroom. The sign/poster should be large enough for students to see from a distance.
2. Classroom behavioral expectations are taught, reviewed, practiced and known by every student. This will require direct instruction initially to establish understanding of the expectations/rules and what they should look like in the classroom. Additionally, the expectations/rules should be referenced when specific rules are followed or violated and should be tied to any reinforcement system that is being used.
3. BSS staff establish positive relationships with all students in the class. Relationship-building is an important component of effective behavior management, increasing students' motivation in a variety of areas (e.g., academic performance, self-management, behavior). To do so, this requires all BSS staff to reach out to each student to get to know and learn more about him/her.
4. Positive greetings are provided at the door when the student arrives in order to establish a positive climate and pre-correct any concerns before they escalate.
5. Transitions within the classroom as well as between classrooms are taught and managed by staff.
6. Independent seatwork is limited to activities that require it (e.g., quizzes, worksheets), with an emphasis placed on Student Ownership of Learning and Behavior by collaborative peer collaboration and feedback.
7. Competent communication with all students is observed (reprimands/corrective statements are delivered in a non-threatening way).
8. Teaching, modeling and reinforcing desired pro-social classroom skills take place on a daily basis (e.g., following directions the first time, actively listening, waiting patiently, sharing with others).
9. Teacher mobility and proximity control is used (teacher does not stand in one spot but keeps students alert by tracking the teacher and teacher uses proximity control as a method to redirect problem behavior).
10. A reinforcement system to increase desirable behavior is in place and implemented consistently. Students are taught and understand they system (e.g., how incentives are earned/lost, how often they are provided). Although self-regulation is the ultimate goal, some students will require extrinsic rewards. The system should be visually accessible to the students in the classroom, referred to routinely, and a copy of the reinforcement system should be sent to the program specialist at the beginning of the year.
11. Goal setting and performance feedback is routine and should be given at the end of each subject before transitioning to the next.
12. A daily schedule listing classroom activity for the day is posted and clearly visible by all students.
13. Staff maintains positive interactions with peers, avoiding emotional reactions when problem behaviors occur.
14. Students are provided numerous opportunities to respond to teacher questions and comments during instruction (e.g., choral responding, random asking of students), and are encouraged to interact with classmates regarding the content of activities (pair-share).

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Establishing Reinforcement Systems

Reinforcement describes a relationship between learner behavior and a consequence that follows the behavior. This relationship is considered reinforcement if the consequence increases the behavior's occurrence in the future. The ultimate goal of reinforcement is to help students learn new skills and maintain their use over time in a variety of settings with many different individuals. When using reinforcement, it is essential for students to understand what behavior(s) is required to earn the reinforcer. The classroom expectations and rules that are posted in each BSS classroom are one way of clearly defining which behaviors will be reinforced. For some students, additional behaviors that are more applicable to them must be identified for reinforcement.

Reinforcement takes two primary forms:

1. Positive Reinforcement: Something preferred/desired is provided following a behavior (i.e., access to computer, snack, cell phone privilege, token in token system). This is the most commonly used form of reinforcement when trying to teach and maintain new skills.

2. Negative Reinforcement: Something aversive/disliked is removed following a behavior (i.e., part/all of an assignment, requirement to attend or participate in a non-preferred activity, homework lessened). It is most commonly used for students who engage in non-compliant behaviors, because the value of escaping something is often more valuable to the student than the availability of positive reinforcement for compliance. Appropriate behavior (i.e., compliance) increases because demonstrating the behavior leads to the removal of the non-preferred activity/instruction. Negative reinforcement should be used in combination with escape extinction (not allowing the student to avoid/escape the instruction for inappropriate behavior) to further strengthen the appropriate behavior.

Use of Reinforcement Surveys

Reinforcement surveys, which can be found at the end of this section, should be utilized with each student in BSS to determine what will motivate the student to change his/her behavior, i.e., something tangible, something edible, or something attention based. Reinforcement surveys should be completed together with the staff of the BSS classroom rather than having students left alone to complete them. The goal is to gain accurate information so that when a reinforcer is presented, the student has a desire to work towards obtaining it. Reinforcement surveys can be paired with positive and/negative reinforcement or with a classroom and/or individual token system/economies.

Reinforcement Surveys available in SharePoint:
- Forced Choice Reinforcement Menu
- Short Reinforcement Survey
- Detailed Reinforcement Survey

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Schedules

Effective scheduling not only allows staff and students to predict the upcoming events of the day, but also provides BSS staff with a clear description of where and with whom they should be providing assistance at any given time. Requirements for scheduling include:

1. A classroom schedule which identifies time and activity/course blocks for the day should be posted in every BSS classroom. The schedule could include:
   a. Daily entry tasks (e.g., routines, warm-up activities)
   b. Current day's activities
   c. Schedule of homework completion days for the week
   d. Important reminders for the week
2. In addition, schedules for each individual student should be readily accessible to the teacher and student.
3. All student, teacher and para schedules should clearly define where everyone are located at all times, whether in the classroom or out of the classroom, and who (if anyone) should be monitoring them.

Teacher / Paraprofessional Communication

The BSS Teacher must communicate regularly with all staff working in and supporting the BSS program.

1. Communication between teacher and paraprofessionals should be relevant to work-tasks and appropriate for the school environment.
2. Teacher and paraprofessionals are to have a clearly defined schedule to include instructional assignments per period/rotations, lunch breaks, planning period, outclasses, etc. Related service schedules are posted when appropriate.
3. Communication with all staff working in BSS should utilize information related to IEP goals and objectives, data collection for effective progress monitoring, BIPs, accommodations/modifications, AT and documentation of progress. Collaboration across settings with General Education Teachers, Special Education Teachers, Counselors, LSSPs, Speech Pathologists, Program Managers, and Program Specialists, Campus Administrators, and Parents should occur on a regular basis.

Instruction

BSS encompasses differentiated instruction and a student-centered approach to ensure that each student's IEP goals and objectives are addressed.

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Curriculum

The curriculum for the Behavior Support Services is the FBISD curriculum, unless specified in the student's IEP. Elementary BSS teachers are responsible for teaching all subject areas, as designated by the students' SOS page and location of services, with the exception of lunch, library, computer lab, music, art, and/or physical education. Secondary BSS teachers are responsible for teaching the subjects in their highly qualified areas. Collaboration between the general education/resource teacher and the BSS teacher should occur to ensure that access to the full range of the curriculum is available to the student. BSS teachers should make every effort to attend grade level/content PLCs. General education lesson plans can be found on Schoology and teachers can scaffold the instruction as needed.

1. Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum (Program Guides; At-a-Glance).
2. Behavioral and Social Skills instruction are integrated throughout the day using a variety of interventions.
3. Materials and strategies are research-based and provide daily explicit and systematic instruction.
4. Any subject taught in a BSS setting requires and individual goal to be written for the specific subject, regardless of whether modified content is utilized or not.

Individualized instruction may include:

Direct Social Skills instruction is an integral part of the BSS classroom and should be taught daily, generalizing across settings. Social Skills are systematically taught and reinforced using a variety of interventions.

Students receiving instruction in the BSS classroom have an IEP that specifies the individual social skills. The BSS teacher should review all students' IEPS to determine the lesson plan and focus for behavior/social skills. IEPs need to be reviewed to determine the lesson plan and focus for social skills instructions. All BSS Teachers are required to utilize the FBISD district approved social skills curriculum unless otherwise specified by a student's ARD committee.

Communication

1. Each student has a way to communicate basic wants and needs (e.g., picture exchange, sign, communication boards, etc.).
2. The teacher implements AT recommendations approved by the ARD committee.
3. AT tools are utilized through the day (e.g., communication systems, writing tools/software, visual supports).
4. Environment and activities are manipulated to provide communication opportunities (e.g., sabotage - require student to request).

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Individual Education Plans (IEPs)/Lesson Plans

BSS teachers should utilize research-based strategies, materials, and interventions, which address the learning needs of students with chronic severe behavioral difficulties.

1. The teacher should demonstrate an extensive knowledge of each student's IEP and BIP.
2. For any class that is taught in the BSS setting, where the BSS Teacher is the teacher of record, an IEP must be written, regardless of whether the student is accessing the content via accommodations or modifications.
3. Lesson plans and activities are aligned with grade-level topics and individualized IEPs.
4. A portfolio for each student is maintained that documents progress toward mastery of IEP objectives and reintegration. Information in each portfolio includes:
   a. Legal documents
   b. Assessment records
   c. Work samples
   d. Accommodation Logs
   e. Behavior Intervention Plan
   f. IEP Goals and Objectives
   g. Behavioral data collection/tracking
   h. Reintegration Plan

Documentation/Grading

The BSS teacher and paraprofessionals will regularly document student progress on IEP goals and objectives. The BSS teacher and/or paraprofessional are expected to gather academic and behavioral data. Students receiving BSS services are held to the same grading expectations unless otherwise specified in their ARD/IEP.

1. Data is collected and analyzed two times per week to monitor progress toward IEP and behavior objectives. The data is submitted via Onward. Additional information regarding Onward can be found in Section 8 of the Administrative Procedures.
2. The data is reflected in numerical percentages or trials and is easily interpreted.
3. The teacher follows FBISD grading policies.
4. Teacher and parent use a communication report or journal regularly (at least weekly).
5. BSS teachers are required to update IEPs every nine weeks, including numerical data and comments to IEP Progress Reports.

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes for children who are receiving special education services ages 3-5 years old (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The service provider is required to complete a Child Outcome Summary Form (COSF) when the child begins receiving special education services and when the child exits early childhood special education services. These forms are submitted to the student's State Audit folder and to the Program Specialist of PPCD.

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Training on the COSF process is offered during the year. The COSF is completed collaboratively with parents, SLP, and other service providers. Teacher are given deadlines and reminders for due dates throughout the year so that all submissions are turned in on time. The COSF is located in Success Ed.

COSF

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes for children who are receiving special education services and are ages 3-5 years old as of September 1st (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The student is considered part of early childhood until the student turns six years of age or is dismissed from the special education services. The service provider/special education teacher is required to complete an entry Child Outcome Summary Form (COSF) when the child begins receiving special education services, or when a child transfers into the district with special education services and is between the ages of 3-5. The service provider/special education teacher is required to complete exit Child Outcome Summary Form (COSF) when the child exits early childhood special education services. The exit would be completed during the spring semester of the same school year the child turns six years of age, or upon dismissal of receiving special education services. The entry and exit COSF forms are monitored for completion by the BSS Program Manager and submitted for document review to the Program Specialist of Compliance, Lead Speech Path, or Program Manager of Early Childhood Special Education.

Training on the COSF process is offered during the year. The COSF is completed collaboratively with parents, SLP, and other service providers. Monthly COSF deadlines and reminders will be sent out by the Program Specialist of Compliance to the Campus Compliance Coordinator. The Campus Compliance Coordinator is responsible for providing monthly campus e-mails to the special education teachers, SLPs, and other service providers on their campus. The COSF form is located in Success Ed.

Assessment

Special education program staff will utilize teacher and parent reports, informal and formal checklists, and progress monitoring data to assess current needs of the student to develop appropriate goals and objectives that meet the student's current functioning level. The assessment will be conducted prior to each annual ARD meeting.

1. Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.
2. There is a clear link between the assessment and the PLAAFP.
3. The teacher sends proposed IEP goals and objectives home to encourage parent/guardian input before annual ARD meetings.

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Behavior Management

In addition to the classroom management system, BSS provides individualized behavior management systems utilized for each student. Teacher and paraprofessionals apply effective principles of Crisis Prevention Intervention (CPI) for students who demonstrate aggressive behaviors and may require verbal de-escalation and/or physical restraint.

1. Visuals regarding classroom rules and expectations are posted in the classroom where they are visible to the students. Rules are explicitly taught in a way that the students understand. All classroom staff members are responsible for teaching and enforcing the rules and procedures to the students.
2. Behavior management is consistent across classroom staff members.
3. An individualized behavior management system for each student is in place, based on the BIP, as determined by the student's ARD committee.
    a. Behavior is managed and modified through direct teaching of desired behavior.
    b. Positive reinforcement systems are in place and individualized to student needs. Consequences for behavior are clearly identified and developmentally appropriate.
    c. Research-based interventions are used/observed.
    d. The prompting sequence/hierarchy is used.
    e. Data is collected a minimum of two times per week and data is analyzed to determine if interventions are working.

Staff Development Expectations

The district provides trainings to address the needs of students receiving BSS services. A list of the trainings will be made available (in SharePoint) on an annual basis to staff members providing BSS services. All teachers and paraprofessionals must maintain current CPI certification. The district provides CPI training regularly and staff members can register in eLearning located in the Staff section of the FBISD website. In addition to the published staff development training, Job Alike meetings will be hosted after school as a form of mini staff development.

Job Alike

BSS teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and staff development regarding best practices for working with students with chronic behavioral difficulties as well as updated program, ESY and state assessment information.

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Data Collection Forms

SharePoint provides a selection of preapproved point sheets and data sheets for tracking student behaviors on a daily basis. Staff should utilize these behavior-tracking sheets before utilizing a form that has not been approved by Special Education department (such as a teacher made form, or one pulled from the internet).

Forms available in SharePoint:

- ABC Checklist A
- ABC Checklist B
- BSS ABC Narrative
- BSS Weekly Frequency & Duration Data Combo Collection Sheet
- Student Point Sheet

Daily Point Sheets (BSS Student Point Sheet)

Each student in the BSS program should utilize a daily point sheet that tracks the student's positive progress towards the three target behaviors of being respectful, responsible, and safe. If a student attends classes in the general education setting, the point sheet should follow the student to the classroom, and it should be updated by the teacher at the end of each subject. The purpose of the point sheet is to track the positive behaviors the student is exhibiting. When a teacher is updating the point sheet, he/she should focus on the positives and utilize the data collection forms to track the negative behaviors. At the end of each subject period, the BSS Teacher is responsible for going over the students' point sheets with each individual student and having a reflective moment to provide positive feedback and to shape the students' behaviors for the next class period.

Data Collection Sheets (BSS Weekly Frequency & Duration Data Combo Collection Sheet)

Just as daily point sheets are required to track the positive behaviors the students are exhibiting, staff are required to collect data on the negative behaviors being exhibited by the students as well. The data sheets allow for up to three target behaviors to be tracked simultaneously, plus a new behavior. The data sheets should be utilized in both the BSS classroom as well as the general education setting.

Other Data Collection Forms (ABC Checklist A; ABC Checklist B; BSS ABC Narrative)

These forms provide additional types of data collection that can be used for more specific needs and can be utilized in the BSS classroom as well as in general education settings. Those forms include:

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Antecedent-Behavior-Consequence (ABC): These forms are useful in determining the function(s) of a particular behavior. Effective interventions for problem behavior are selected based on the reason(s) why they are occurring, and these forms allow staff to analyze that. When an FBA is conducted, ABC data collection is often a primary component. Proactively collecting ABC data in anticipation of an FBA can be helpful to those involved in the assessment. On its own, ABC data allows BSS teachers to hypothesize the function of a behavior and select function-based interventions for their students.

Analyzing Collected Data

In order to complete the Quarterly Staffing Form for each student, BSS teachers must compile the data they have collected to determine if specific criteria have been met. The behavior tracking forms allow for data to be calculated on a daily basis, but the additional step of compiling the data from each form can be tedious. To ease this process, an Excel template has been created. This file, titled *Frequency Data Analysis and Graph*, allows teachers to input daily frequency data for up to 3 target behaviors. The process is straightforward, and only requires the date and number of occurrences for each behavior to be inputted. As the data is entered, it is automatically plotted on a graph within the file for visual analysis. BSS teachers should create a separate Excel file for each student by opening the original file, the selecting "Save As." This allows the student's initials to be added to the file name. BSS staff should input each student's data into his/her Excel file on a weekly basis.

Quarterly Review Meetings

In addition to the Critical Elements established in each program, Quarterly Review Meetings (QRM) are held to review students' IEP and progress in BSS. All data collected will be summarized and analyzed on a quarterly basis. QRM dates will be established at the beginning of the school year. The *Quarterly Review Meeting* form should be completed for each student. (See Appendix for Quarterly Review Meeting form).

Quarterly Review Meetings (QRM) are held to review the student's reintegrating plan, IEP, progress in the BSS Program. All data collected will be summarized and analyzed on a quarterly basis. QRMs will be scheduled with the campus staff at the start of the school year. A *Quarterly Review Meeting* form must be completed for each student.

The Quarterly Review Meeting will consist of the following members:
1. Principal/Assistant Principal
2. Special Education BSS Teacher
3. Campus Based Evaluation Staff Member/CCC/DH/ARD Facilitator
4. LSSP
5. Student (if appropriate)
6. Program Manager/Specialist, Behavior Support Services
7. Related Service providers, as necessary

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Campus Administrator Expectations

Campus administrators providing oversight and supervision of teachers in BSS should have access to and understand how to utilize the Critical Elements Checklist. Utilizing the Critical Elements Checklist will enable the administrator on campus to understand BSS expectations. Campus administrators should have open communication with the Program Managers and Program Specialist of Behavior Support Services to ensure that common goals for students in BSS are met. In addition, the supervising administrator(s) on campus must maintain current CPI certification.

Reintegration Plan

The purpose of the reintegration plan is to identify the significant behaviors noted in the student's current Behavior IEP/BIP that are preventing the student from being successful in the current placement. The plan should be individualized and include baseline data on each target behavior and a projected timeline for student return to a less restrictive environment. For example:

- Target Behavior #1: Physical aggression in the form of hitting and kicking that requires administrative intervention
- Baseline: 2 instances per day, on average
- Expectation: Less than 1 instance per two-week period, on average
- Estimated Timelines: A staffing will be held the week of September 15 to review behavioral data

The reintegration plan should be discussed in detail at the placement ARD, as well as future annual ARDs. Once the student begins receiving services via BSS, the BSS teachers and campus staff should review the reintegration plan at least monthly to determine if the stated expectation(s) has been met and if an ARD should be held to consider a change of placement/program to a less restrictive environment.

It is important to work in partnership with the general and special education teachers to prepare the student, teachers and classrooms for the reintegration process. The reintegration process is typically a gradual, multi-step process that takes place prior to the student placement in a LRE as previously determined by the ARD committee. Successful reintegration occurs when the LRE and the student are well-matched and prepared for the transition. Reintegration should be addressed on an individual, campus and/or district-wide basis. When reintegrating students, the following needs to be considered: classroom environment, academic programming, teacher-student interaction, peer attitudes, personal attitudes.

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The following steps should take place prior to transition.

1. Collect and analyze student reintegration data
2. Hold a reintegration staffing (review student reintegration progress reports, data collected and reintegration considerations)
3. Conduct an environmental assessment
4. Prepare the student for reintegration
5. Create a plan for supporting and fading support in the LRE
6. Promote the transfer across settings

Training/support on the reintegration process will be provided by the Program Managers and Specialist of Behavior Support Services.

Reintegration Plan Form
See Appendix for the Reintegration Plan form.

Critical elements Observation Form
See Appendix for the Critical Elements Checklist for BSS.

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BRAZORIA-FORT BEND REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF

Program Facts

Short Name / Acronym	RDSPD or Deaf Education
Program Coordinator	Jacqueline Boyd
Program Specialist	Vacancy
Member Districts	Alief, Angleton, Brazosport, Columbia-Brazoria, Damon, Danbury, Fort Bend (fiscal agent), Lamar Consolidated, Needville, Stafford Municipal, Sweeny
Grade Level(s) Served	ECI – age 21
Reporting of Grades	Report Card and IEP Goals & Objectives Updates in SuccessEd
Class Assignment	General Education and/or Special Education or RDSPD
Homeroom Assignment	General Education or Special Education Teacher or RDSPD
Teacher of Record Assignment	Based on Class Assignment
IA / Setting Code	Based on last ARD Meeting held*
ADA Code *(determined by amount of services the student receives)*	Full Day (At least 4 hours each school day)→ ADA = 1 Half Day (At least 2 hours but fewer than 4 each school day)→ ADA = 2
Site Location(s) *In Fort Bend ISD*	Settlers Way Elementary, First Colony Middle School, Dulles High School

*ARD Committee makes final decision

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Program Description

The Brazoria-Fort Bend Regional Day School Program for the Deaf (Brazoria-Fort Bend RDSPD) provides instructional services designed to meet the individual needs of students with an eligibility of Deaf/hard of Hearing (DHH). A continuum of services is provided for students who are DHH through a shared services agreement between eleven districts who are members of the Brazoria-Fort Bend RDSPD. A student who lives in a member district of the Brazoria-Fort Bend RDSPD and has a hearing loss that severely impairs processing linguistic information through hearing, even with recommended amplification, and which adversely affects educational performance, shall be eligible for consideration for the RDSPD, subject to the recommendations of the student's Admission, Review, and Dismissal (ARD) committee.

Due to the low incidence of hearing loss, students may come from several districts to a FBISD central cluster site school location for education services, or they be served by an itinerant teacher of the deaf/hard of hearing on their home campus. The eligibility of DHH does not determine the student placement decisions. The ARD Committee determines placement based on the unique needs of the student and the least restrictive environment appropriate to the student.

Program Goal

The goal of the RDSPD is to provide students who are (DHH)with the necessary language and academic tools to help them access and make progress with their grade-level curriculum. Recognizing that the disability inherent in a hearing loss is the access to communication resulting in the challenge of language acquisition, the RDSPD's goal is to provide educational services with a language-centered focus in the student's mode of communication. Students are to be included in the general education environment as much as possible, with the realization that the Least Restrictive Environment for a student whose mode of communication is sign language may be a language rich environment where the student can directly communicate with teachers and peers using the same language mode.

V – Instructional Service Delivery Models

Program Structure

In addition to the continuum of general education and special education services, DHH students may need services from the Brazoria-Fort Bend RDSPD, or deaf education program. Services available through the RDSPD include:

1. **Early Childhood Intervention (ECI)**: (Ages 0-3 served through ECI agencies)

An ECI agency, school districts, or parents make the referral for DHH services from the district **RDSPD Parent-Infant** program**.** The infant with a documented hearing loss and his/her family receives Parent Infant Training DHH services, which will be listed in the Individual Family Service Plan (IFSP). The student must be registered in their home district/campus before RDSPD ECI services may begin.

2. **RDSPD Cluster Site**: (RDSPD/Deaf Education Self-Contained or Inclusion)
   - Criteria for program placement: Student meets DHH Eligibility for hearing loss with speech-language delays affecting academic performance which are a result of the hearing loss; need for daily instruction from a teacher of the deaf/hard of hearing in order to meet the unique communication and education needs.
       i. ECSE - Grade 5: Settlers Way Elementary (FBISD)
       ii. Grade 6-8: First Colony Middle School (FBISD)
       iii. Grade 9-12: Dulles High School (FBISD)

3. **RDSPD Itinerant**: A student receives direct instructional services from a RDSPD teacher of the deaf/hard of hearing. These students have DHH services on their schedule of services page with goals and objectives for language-related instruction from a teacher of the deaf/hard of hearing.

4. **Non-RDSPD**: A DHH student who is ***not*** receiving direct services from RDSPD or is only receiving monitor/consult services (indirect services from a teacher of the deaf/hard of hearing).

The decision for a student with the eligibility of DHH to receive services at a RDSPD cluster site location, at their home school district with RDSPD itinerant support, or indirect RDSPD monitoring services is a placement decision that shall be made by the ARD committee and shall be based on the individual needs and Individualized Education Program (IEP) of the student. 34 USC § 300.114 - 300.116, 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).

V – Instructional Service Delivery Models

Program Supports

RDSPD provides a variety of supports for students identified as DHH. Those supports include:

Self-Contained and Resource Classrooms

RDSPD site location classrooms are designed to educate students who are Deaf/Hard of Hearing who require daily, individualized academic instruction due to their significant language and communication deficits that are a result of hearing loss. Students receive intensive language-based instruction in their mode of communication from a certified teacher of the deaf. Students in a self-contained or resource classroom may vary in instructional level. Modified grade-level TEKS are taught, and intensive remediation of language deficits is provided. Classroom teachers collaborate with RDSPD and district service providers to meet their students' unique needs. Based on individual need, instructional and related services are provided for students. A full continuum of services and placements are offered, ranging from self-contained classrooms to in-class support for general education settings. In accordance with the student's communication mode and IEP, related service support of a certified sign language interpreter may also be provided for the student who is DHH. The unique need of each student is considered and addressed by the ARD Committee.

V – Instructional Service Delivery Models

Itinerant Service (Direct and Indirect)

Direct: Direct itinerant services are based on the unique needs of students and are provided by a RDSPD certified teacher of the deaf/hard of hearing within the student's home district. According to the student's Individualized Educational Plan (IEP), the RDSPD itinerant teacher provides direct student instruction a minimum of 45 minutes each week, with focus placed on the development of language, vocabulary, and/or listening and communication skills to support the student's academic success in the classroom. RDSPD services also include monitoring and instruction in the care and use of listening devices, such as hearing aids, cochlear implants (CI), and Assistive Listening Devices (ALD). The RDSPD itinerant teacher of the deaf/hard of hearing works closely with classroom teachers and supports campus personnel in maximizing students' listening skills and use of residual hearing. RDSPD itinerant teachers develop and implement IEPs, as well as attend staffings and ARD meetings for the students assigned to their caseloads. The RDSPD itinerant teacher may also assist with gathering data for Communication Assessments, when requested.

Indirect/Monitor or Consult: Indirect monitoring or consultation services are also provided for students who do not have an educational need for direct instruction from a teacher of the deaf/hard of hearing, but continue to have the eligibility of DHH. All students receiving special education services with the eligibility of DHH are monitored by the RDSPD. A teacher of the deaf/hard of hearing is a required member of the student's ARD meeting. A RDSPD itinerant teacher is assigned to students who are DHH and do not have an educational need for direct services from the RDSPD. The RDSPD itinerant teacher provides consultation and resource information to the campus staff who work with the student. Indirect services may also include monitoring and consultation in the care and use of listening devices, such as hearing aids, CIs, and ALDs.

Students with DHH and Additional Disability(ies)

Students with an eligibility of DHH and additional disability(ies) who are enrolled in their home districts in special education classrooms may receive itinerant services. Itinerant services from a RDSPD teacher of the deaf/hard of hearing for these students mirror itinerant services as previously defined and are based on the student's IEPs. In addition, RDSPD itinerant teachers assist teaching staff by providing information and support; helping set up preverbal and/or verbal communication systems; providing sign language resources; assisting with communication assessments; creating or adapting instructional materials; and troubleshooting problems with listening devices such as hearing aids, cochlear implants or ALDs.

V – Instructional Service Delivery Models

Parent Infant Services

Infants and toddlers enrolled in Early Childhood Intervention (ECI) programs may receive the services of a RDSPD certified teacher of the deaf/hard of hearing when they have a documented hearing loss. The RDSPD teacher, also known as Parent-Infant Teacher, coordinates with ECI and with parents on developing goals for the student's Individual Family Service Plan (IFSP), completes required communication assessments and attends annual IFSP meetings. **Enrollment in the school district where the student resides is required before RDSPD weekly services begin through an ECI agency.**

Speech and Language Therapy

Speech and language therapy with the RDSPD SLP is provided to students who are instructed in the RDSPD cluster site self-contained and resource deaf education classrooms. Therapy is conducted in small group pull outs and through collaborative lessons in the classrooms as determined appropriate by the student's ARD Committee. Speech and language services also include evaluation, collaboration with classroom teachers to plan and implement activities, and consulting with private speech therapists, audiologists and cochlear implant teams to meet students' auditory, speech, and language needs.

Speech and language therapy is available for students with the eligibility of DHH who are enrolled in Fort Bend ISD (but not in a deaf education cluster site classroom) and have an IEP for speech services. These students will receive speech therapy services from the Fort Bend ISD campus in which they attend.

Counseling and Guidance

The RDSPD counseling and guidance services are provided by a certified school counselor who is also a certified teacher of the deaf/hard of hearing. The RDSPD counselor is a member of the support staff for the Brazoria-Fort Bend RDSPD and provides counseling and guidance services for the deaf education cluster site location program students. The RDSPD Counselor's responsibilities include crisis intervention and crisis management, short-term intervention with issues interfering with academic performance, assistance with problem-solving, consultation with parents and staff members, guidance lessons, transition planning and course selection, and assistance with referrals to community resources, and counseling as a related service.

The RDSPD Counselor also collaborates with the cluster site campus' LSSP staff to complete Functional Behavior Assessments and write Behavior Plans, Behavior IEPs, and counseling IEPs as appropriate to student needs.

V – Instructional Service Delivery Models

Interpreting Services

Sign language interpreting services are provided to RDSPD site students for mainstreamed classes, extra-curricular activities, and special events in accordance with the student's IEP and the RDSPD Shared Services Arrangement. Interpreters function as facilitators of communication between the student who is deaf/hard of hearing and his/her teachers and/or hearing peers. Interpreters may also interpret for students during evaluations and/or ARD meetings. Staff interpreters for the deaf may also provide in-class support as documented in a student's IEP. Staff interpreters are also responsible for maintaining district-required documentation.

Assessment Services

1. Initial FIE referrals for DHH are completed by Fort Bend ISD evaluation staff with an RDSPD staff member in attendance for consultation and functional assessment. The RDSPD staff member will provide a summary of the provided audiological and otological information, along with a summary of functional assessment information which was completed by RDSPD staff. A summary of DHH eligibility will also be provided when all assessment information has been completed and reviewed with the assessment team.
2. Re-evaluations for DHH students who do not receive instruction in the RDSPD site classrooms are completed by Fort Bend ISD evaluation staff with assistance from the RDSPD teacher who monitors or works with the student.
3. For students receiving instruction in RDSPD cluster site classrooms (SWE, FCMS, DHS), FIE and re-evaluations are completed by the Brazoria-Fort Bend RDSPD Diagnostician and SLP. If a psychological consultation is needed, the campus LSSP consults with the staff working with the student. If a psychological evaluation is needed, a home-district LSSP (in conjunction with the RDSPD Counselor) completes the psychological portion of the evaluation in collaboration with the RDSPD evaluation team. The RDSPD Coordinator, Specialist, Diagnostician, or Counselor will coordinate home district LSSP involvement with the evaluation team.
4. RDSPD Diagnostician and support staff may consult or assist with initial evaluations when sign language skills or information specifically related to deafness/hearing loss are needed.

Audiological Services

Audiological Services are provided by the RDSPD Audiologist for students receiving direct services from the RDSPD. The RDSPD Audiologist provides evaluation and assistance with the maintenance of listening devices, such as hearing aids, cochlear implants and ALDs. On-campus support for students who are DHH directly served by the RDSPD includes troubleshooting problems with hearing aids, sound field systems, and ALDs; taking impressions for ear molds; communicating with families; advising corrective action of listening devices that may need to be made by the family; and consultation with private audiologists or ENT doctors.

V – Instructional Service Delivery Models

Professional Assistance

Professional assistance, or consultation, is provided to FBISD staff members who work with students who have an eligibility of DHH. Services include attendance by RDSPD representatives at staffings and ARD meetings, as well as providing recommendations regarding educational services, listening devices, and proper accommodations. RDSPD staff respond to requests for assistance to aid in determining whether or not a student meets Special Education eligibility as a student who is Deaf/Hard of Hearing (DHH), what services and/or modifications may be appropriate, and provide suggestions and information unique to the needs of students with hearing loss. Professional consultation is not a scheduled IEP service for the student. However, it may appear in the deliberations of the Admission, Review, and Dismissal (ARD) document.

Monitor Services

Students with the eligibility of DHH who do not receive direct itinerant services will receive indirect or monitor services. Examples include:

- Students who require special education services on their home campus but no longer need direct service from a teacher of the deaf/hard of hearing.
- Students with additional disability(ies) who are enrolled in their home district in a special education classroom.
- Students who are transitioning from a RDSPD site location and may require monitor or consult (indirect) services.

Each student is assigned to a teacher of the deaf/hard of hearing who may be contacted to answer questions, give resource information, or provide consultation upon request.

Addressing Program LRE

Fort Bend ISD maintains responsibility for ensuring that a Free Appropriate Public Education (FAPE) is provided to students served by the RDSPD, regardless of whether the student attends a RDSPD site classroom or attends school on their home campus. The placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 34 USC § 300.114 - 300.116, 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).

Considering Program Placements

If a student exhibits needs that require a change in placement involving the RDSPD program (deaf education), the campus evaluator contacts the RDSPD office to facilitate a staffing with a RDSPD representative present.

If a student exhibits needs that require a change in placement out of the RDSPD site program, campus staff facilitate a staffing including the student's home campus staff or home district representative.

V – Instructional Service Delivery Models

Program Components/Critical Elements
The RDSPD Components/Critical Elements are designed to guide the teacher of deaf/hard of hearing in understanding expectations for teaching in a RDSPD classroom. The RDSPD Coordinator and/or Specialist will complete a critical elements checklist and share with campus administrators during the school year.

See the Appendix for Critical Elements for RDSPD site classrooms.

Campus Administrator Expectations
Campus administrators work in collaboration with the RDSPD coordinator, specialist, support staff, and member district liaisons, to ensure that the needs of the RDSPD students are met. Open communication with the RDSPD Coordinator and RDSPD Specialist helps to ensure that common goals for RDSPD students are met. Site campus administrators provide daily oversight and supervision of RDSPD cluster site teachers and interpreters/paraprofessionals. Utilization of the RDSPD Critical Elements Checklist will enable the administrator on campus to understand RDSPD expectations.

Staff Development Expectations
RDSPD teachers and support staff are employees of Fort Bend ISD and receive staff development through FBISD. Teachers are expected to attend district Job Alike meetings, which may be offered for the area/grade in which they teach. They are also expected to attend RDPSD Power Hour meetings. These meetings will provide teachers with information and staff development regarding best practices for working with students who are deaf/hard of hearing, program updates, ESYS, and/or district procedures and guidelines.

Support staff, including staff interpreters for the deaf and paraprofessionals, are expected to attend RDSPD-specific professional development and district-level training according to their job description.

Utilization of the RDSPD Critical Elements Checklist will enable RDSPD staff to be aware of RDSPD expectations. Information and forms specific to the RDSPD are included in the online RDSPD Manual.

RDSPD teachers and support staff, including interpreters and paraprofessionals, must maintain their CPI certification by taking a Crisis Prevention Intervention (CPI) course/refresher each year according to their classroom assignment and administration request.

V – Instructional Service Delivery Models

Teacher / Interpreter and Paraprofessional Communication

The RDSPD cluster site teacher is responsible for consistent collaboration with interpreter/paraprofessionals working with RDSPD cluster site students; communication should be frequent and ongoing. Teachers should communicate and collaborate with interpreters/paraprofessionals about items such as classroom activities, preparing the classroom schedule, planning for specific students' academic and behavior needs, implementing instructional and behavioral interventions, and data collection. The RDSPD teacher should regularly schedule classroom meetings with interpreter/paraprofessional staff to communicate relevant information and address any classroom concerns. Teachers should develop the interpreter/paraprofessional schedule at the start of the school year and update as student needs develop during the school year. Communication with parents should come from the teacher; interpreter/paraprofessionals should always refer parents to the classroom teacher.

Student Communication

Manually Coded English (MCE) is the sign language system used during instruction in the RDSPD total communication classroom. MCE transliterates spoken English into a manual form of English using English word order, verb tense markers, a variety of affixes, non-manual markers and directionality. This is considered Sign Language Transliteration for the *Interpreting Services (34 CFR § 300.34(c)(4))* information on the DHH Communication Needs Supplement in SuccessEd.

A student's mode of communication will vary along a continuum from full sign language support needed to access communication, to some signs and some oral communication, to full oral/aural communication without visual supports. The student's mode of communication and communication needs should be documented yearly in the DHH Communication Needs Supplement and in the Communication Assessment included in the Full and Individual Evaluation.

Classroom Management

Classroom Management in the RDSPD is the responsibility of the teacher with support from the interpreter/paraprofessional. CHAMPS is the district-wide model for classroom management and should be implemented at the beginning of the school year and before each activity throughout the school day. Classroom expectations (e.g., rules, routines, procedures, and behavior expectations) should be modeled by RDSPD staff. Students who are in the RDSPD cluster site classroom should be taught the rules and procedures for the classroom, along with the consequences and rewards for behavior. The rules and procedures should be posted in the classroom visible for all students to see. In addition, the RDSPD Counselor will assist with additional program behavior management systems for consistency from grade to grade.

V – Instructional Service Delivery Models

Instruction

The classroom teacher is the instructional leader for the class and should always lead the delivery
of the instruction. Instruction from a teacher of the deaf/hard of hearing is specially designed,
individualized, differentiated, and student-centered. Each student's IEP should be addressed,
and adequate educational progress should occur. Adjustments in teaching strategies may be
necessary if limited progress is documented.

Curriculum

The Fort Bend ISD curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and
should be the framework of classroom curriculum. The students in the RDSPD cluster site
program should have access to the full range of grade-level curriculum with instructional
accommodations and modifications as outlined by each student's Admission, Review, and
Dismissal Committee. Researched-based strategies, intervention programs, and supplemental
curriculum materials are also available to support the need for specially designed instruction in
the RDSPD according to subject and grade level of the student.

Individual Education Program (IEPs)/Lesson Plans

RDSPD teachers are required to have extensive knowledge of each student's IEP. They must
understand implementation of the IEP and complete lesson plans and activities that are aligned
with grade-level topics and the individualized IEPs.

Documentation/ Grading

The RDSPD teacher will regularly document student progress on IEP goals and objectives in
SuccessEd. The RDSPD teacher is expected to develop and maintain a portfolio for each student
which includes work samples,   benchmarks, classwork, homework, projects, writing samples,
BIP, DHH supplement, related service logs, etc.

IEP data should be collected a minimum of twice weekly and be analyzed each 9-week grading
period. ACTUAL percentages or trials, not approximations, will be noted on the IEP progress
notes. In addition to numerical data, teachers may add comments to the progress reports.

Grade book information and 9-week IEP progress report information should also be utilized to
document progress/regression. RDSPD teachers must follow the same grading procedures and
policies as general education. All students will receive a report card each grading period that is
based on work completed in the classroom. Documentation must support the grade given and
follow district guidelines.

V – Instructional Service Delivery Models

COSF

For 3 to 5-year-old students receiving special education services, TEA requires each district to report student progress through Early Childhood Outcomes (Indicator 7 on the State Performance Plan). Service providers are required to complete a Child Outcome Summary (COS) form when the student begins receiving special education services and when the child exits Early Childhood Special Education services. These forms are uploaded to SuccessEd. The COS form is also required for students in kindergarten. Training on this process is offered during the year. Teachers are given deadlines and reminders for due dates throughout the school year so that all submissions are turned in on time.

Classroom Assessment

All students in RDSPD cluster site classes must be assessed at the beginning of the school year and before their annual ARD to determine their Present Levels of Academic Achievement and Functional Performance (PLAAFP). Assessment information, along with IEP progress and daily grades will be used to guide the teacher in ESY recommendations and in developing IEP goals and objectives for the annual ARD. RDSPD teachers will use district and program assessment tools to complete functional assessments. The assessment protocol must be included in the student's portfolio in order to track progress across the student's educational career as the student changes schools or programs.

V – Instructional Service Delivery Models

COMMUNICATION, LANGUAGE, AND SOCIAL SKILLS (CLaSS)

Program Facts

Short Name / Acronym	CLaSS
Program Manager	Cleo White – Elementary
	Erick Powers – Middle
Program Specialist	Sedric Clark – High
	Chandeep Kohli
	Adrienne Falls
	Teneshia Fitzgerald
Grade Level(s) Served	K – 12th
Elementary Locations	ASE, DE, HE, JNE, LLE, SME, OCE
Middle School Locations	BBMS, DMS, FCMS, SMS
High School Locations	CHS, DHS, THS

Program Description

CLaSS provides social and/or behavioral services for students who are able to function academically in the general education or resource setting but require social or behavioral support from a specially trained staff member in order to facilitate the development of socially appropriate behaviors.

Students who participate in CLaSS typically receive their core subject instruction in the general education or resource setting. Students will attend the CLaSS classroom for direct social skills instruction with their peers. These services typically will consist of 30-60 minutes per day or every other day to target skills identified within the student's IEP.

Typically, students who participate in CLaSS have social skills deficits and behavioral difficulties. Prior to proposing a more restrictive placement, the campus should attempt to provide the required social skills and behavioral supports for a minimum of 6 weeks. If the data indicate the social skills and behavioral supports are unsuccessful, the campus should contact the Program Manager CLaSS, to schedule a staffing to review behavioral data.

At times, when students exhibit increased behavior levels, an ARD may need to be held to consider proposing a student receive all instruction in the CLaSS program for a temporary amount of time. The student would receive all instruction within the CLaSS program, by the CLaSS staff. The setting the student would typically participate in (i.e., resource, general ed) would provide the work to the CLaSS staff to work on with the student so that the student continues to follow the scope and sequence of their typical setting. If a student requires this level of support, the ARD committee should establish a timeline to reconvene an ARD to consider a transition back into the general education or resource setting.

V – Instructional Service Delivery Models

Students receiving CLaSS services will be included in the general education setting to the maximum extent appropriate as determined by the ARD committee. The level of CLaSS services support provided to the student during times in an inclusive setting shall be determined by the ARD committee. If a student requires In-Class support/Co-Teach and/or Resource services as determined by the ARD committee, the support services are provided in addition to the CLaSS support services.

CLaSS is founded on the belief that students benefit behaviorally and socially from educational experiences within the mainstream setting, and academically from participation in the general education curriculum. The function of CLaSS services is to target inappropriate behaviors, identify replacement behaviors, and provide the opportunity for practice of appropriate behaviors across school settings. CLaSS implements an intensive monitoring schedule and direct social/behavioral supports to allow for students with social and behavioral difficulties to participate as fully as possible in the general education environment.

The schedule of services for students participating in CLaSS should document the social skills instructional services, as well as expected amount of behavioral support required from CLaSS (i.e., 30 minutes per instructional day). If the student is requiring more than the ARD agreed-upon behavioral support minutes, the campus will hold a staffing to discuss the student's behavior and propose an increase in direct service time for the ARD committee.

Program Goal
The goal of CLaSS is to provide students receiving special education services with behavioral and social skills necessary to be educated in an inclusive setting, and to increase the student's social and emotional/behavioral abilities in order to be successful in their transition into adulthood.

Overarching goals include increasing independence, social interaction skills, pro-social behaviors, and other skills students can further utilize as they transition into adulthood.

V – Instructional Service Delivery Models

Program Objectives

A. To provide staff that has knowledge, training and experience of a continuum of best practices, research-based teaching approaches and strategies to ensure that each student is provided an intervention program that best meets his/her needs and the needs of the family.

B. To implement established, well-researched methodologies specific to the learning styles of children with autism spectrum disorders and other developmental disabilities

C. To provide individualized behavioral supports and interventions based on the results of Functional Behavioral Assessments (FBA) in order to decrease problematic behaviors and to teach functionally equivalent pro-social replacement behaviors

D. To provide classes for older students that will facilitate the learning of the necessary skills and behaviors for transition into adult life.

E. To provide regular and on-going systematic measures and documentation of progress and educational outcomes.

Program Support

CLaSS is supported by special education teachers, general education teachers, paraprofessionals, campus administrators, program managers/specialists, adapted physical education teachers, Speech Language Pathologists (SLPs), Licensed Specialists in School Psychology (LSSPs), Board Certified Behavior Analysists (BCBAs), related services staff, and parents. There are four classroom critical elements that describe the expectations for CLaSS and these are typically referred to as the "Critical Elements" of CLaSS. (See Appendix for Critical Elements for CLaSS)

V – Instructional Service Delivery Models

Addressing LRE

Students receiving CLaSS services may initially receive services in the self-contained setting for some or all of the day depending on the decision of the ARD committee. The program focuses on developing social and emotional/behavioral skills so the student can be more productive in the general education setting. Accordingly, behavioral and social supports are provided for each student based on individual strengths, deficits, and needs. The setting the student would typically participate in (i.e., resource, general ed) would provide the work to the CLaSS staff to work on with the student so that the student continues to follow the scope and sequence of their typical setting in order to facilitate the transition back into the LRE. As social/behavioral skills are established, the CLaSS staff integrates the student back into their typical setting. As skills are established within the student's natural environment, the CLaSS staff fades support to the natural environment.

In attempt to ensure students are educated based on their individual needs and in consideration of least restrictive environment (LRE), <u>the disability category of AU (Autism) does not automatically warrant placement within CLaSS</u>. It is important to consider whether the student's academic and behavioral needs can be met in a lesser restrictive setting. If the student demonstrates compliance, independence, communication, and appropriate social skills, it is unlikely that that student requires the support of CLaSS.

Students whose IEP needs are exclusively social skills, will most likely benefit from social skills instruction with typically developing peers. Research shows that social skills taught in the natural context where the student has maximal access to typically developing peers is best practice. This can include instruction and practice in school locations, including but not limited to cafeteria, gym/physical education, hallways, general education classrooms and/or special education classroom with the assistance of a general education counselor, campus LSSP,and/or special education staff member. A student who requires social skills instruction only likely would not benefit from receiving instruction within the CLaSS setting.

Procedures for Considering Placement

Refer to "Specialized District Program or Out of District Placement Procedures" above in Section 5.

Program Components / Critical Elements
The CLaSS Program Components/Critical Elements are designed to guide the Special Education Teacher in understanding expectations for teaching in CLaSS.

V – Instructional Service Delivery Models

Planning

- Materials are prepared, organized and accessible for teachers and students throughout the day.
- Lesson plans and activities are aligned with grade level topics and individualized IEPs.
- Teacher maintains a portfolio for each student, which documents progress toward mastery of IEP objectives. Information in the portfolio includes:
- Legal Documents (ARD, IEP, BIP, AU Supplement, Personal Care Supplement, Parent Communication Log)
- Assessment records (SS Assessment)
- Work Samples
- Accommodation Log
- Data Collection
  - Data are collected and analyzed two times per week to monitor progress toward IEP objectives. Data is collected and analyzed two times per week to monitor progress toward IEP and behavior objectives. Adjustments are made in teaching strategies if data reflects limited progress
  - Teacher and parent use a communication report or journal regularly (at least weekly)
  - The teacher implements AT recommendations approved by the ARD committee.
- AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)

Instruction
CLaSS encompasses differentiated instruction and a student-centered approach to ensure that each student's IEP goals and objectives are addressed.

- Teacher has extensive knowledge of each student's IEP and BIP.
- Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.
- There is a clear link between the assessment and the PLAAFP.
- Teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.
- Social skills instruction is integrated throughout the day using a variety of interventions including social narratives, role play, video modeling, live modeling, peer training, and use of the prompting procedures.
- Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction.

V – Instructional Service Delivery Models

Learning Environment

- Students are actively engaged in learning
- Furniture arranged to clearly define classroom areas
- Classroom areas are modified for sensory issues (i.e., auditory and visual) when necessary.
- Classroom routines and activities promote student independence
- Classroom rules/CHAMPS expectations are clearly visible and explicitly taught in a way that the students will understand.
- Behavior management is consistent across classroom staff members
- An individualized behavior management system for each student is in place, based on the BIP
- Behavior is managed and modified through direct teaching of desired behavior
- Positive reinforcement systems are used (tangibles, primary and secondary reinforcement, first/then, penny board, sticker charts, token economy, etc.)
- Research based interventions are used/observed
- Prompting sequence is being utilized
- Teacher and para-educator schedules are posted. Classroom staff schedules include instructional assignments per instructional period/rotation, lunch breaks, planning periods
- Teacher and para-educators follow an established schedule for supervising students both inside and outside the classroom (e.g., lunch, PE, recess, outclass)
- Behavior management is consistent across classroom staff
- Social, play and leisure skills are taught and reinforced in a way that is developmentally appropriate for each student

COSF

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes for children who are receiving special education services and are ages 3-5 years old as of September 1st (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The student is considered part of early childhood until the student turns six years of age or is dismissed from the special education services. The service provider/special education teacher is required to complete an entry Child Outcome Summary Form (COSF) when the child begins receiving special education services, or when a child transfers into the district with special education services and is between the ages of 3-5. The service provider/special education teacher is required to complete exit Child Outcome Summary Form (COSF) when the child exits early childhood special education services. The exit would be completed during the spring semester of the same school year the child turns six years of age, or upon dismissal of receiving special education services. The entry and exit COSF forms are monitored for completion by the CLaSS Program Manager and submitted for document review to the Program Specialist of Compliance, Lead Speech Path, or Program Manager of Early Childhood Special Education.

Training on the COSF process is offered during the year. The COSF is completed collaboratively with parents, SLP, and other service providers. Monthly COSF deadlines and reminders will be sent out by the Program Specialist of Compliance to the Campus Compliance Coordinator. The

V – Instructional Service Delivery Models

Campus Compliance Coordinator is responsible for providing monthly campus e-mails to the special education teachers, SLPs, and other service providers on their campus. The COSF form is located in Success Ed.

Professional Practices and Responsibilities
- Communication between the teacher and para-educators is relevant to work and appropriate for school environment.
- Teacher communicates regularly with all staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented

V – Instructional Service Delivery Models

Staff Development

The district provides trainings to address the needs of students receiving CLaSS services. A list of the trainings will be made available (in SharePoint) on an annual basis to staff members providing CLaSS services.

All teachers and paraprofessionals must maintain current CPI certification. The district provides CPI training regularly and staff members can register in eLearning Located in the Staff section of the FBISD website.

In addition to the published staff development trainings, Job Alike meetings will be hosted after school as a form of mini staff development.

Job Alike - CLaSS teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and ongoing staff development regarding best practices for working with students with autism and other development disabilities as well as updated program, ESYS, and state assessment information.

Campus Administrator Expectations

Campus administrators providing oversight and supervision of teachers in CLaSS should have access to and understand how to utilize the Critical Elements Checklist. Utilizing the Critical Elements Checklist will enable the administrator on campus to understand CLaSS expectations. Campus administrators should have open communication with the CLaSS Program Manager and Program Specialist to ensure that common goals for students in CLaSS are met. In addition, the supervising administrator on campus must maintain their CPI certification by taking a CPI course each year.

The program manager and specialist are available to collaborate with the campus administrators on walk-throughs and completion of the critical elements form. Campus administrators should also expect to have a professional, working relationship with the CLaSS program manager and specialist to ensure that common goals for the students in CLaSS are met.

Critical Elements Observation Form

See Appendix for Critical Elements Checklist for CLaSS.

V – Instructional Service Delivery Models

COMMUNICATION LANGUAGE and SOCIAL SKILLS Plus

Program Facts

Short Name / Acronym	CLaSS Plus
Program Managers	Cleo White – Elementary
	Erick Powers – Middle
	Sedric Clark – High
Program Specialists	Chandeep Kohli
	Adrienne Falls
	Teneshia Fitzgerald
Grade Level(s) Served	K – 12th
Elementary Locations	DE, OCE
Middle School Locations	FCMS
High School Locations	CHS

Program Description

Communication Language and Social Skills Plus (CLaSS Plus) provides academic and social/ behavioral services for students who are capable of performing in the general education or resource setting but exhibit social and emotional challenges that prevent them from participating in the lesser restrictive setting. Students participating in CLaSS Plus services require social, emotional and behavioral support from specially trained staff members in order to facilitate the demonstration of appropriate behavior and functioning in the school setting.

The function of CLaSS Plus services is to target inappropriate behaviors, identify replacement behaviors, and provide the opportunity for practice of appropriate behaviors across school settings. A reintegration plan is developed for CLaSS Plus students to address reintegration into the LRE. The CLaSS Plus program implements an intensive monitoring schedule and social/behavioral supports to allow for students with social and behavioral difficulties to participate as fully as possible in the general education environment.

Program Goal

The goal of CLaSS Plus is to provide students receiving special education services, with academic, social, emotional and behavioral skills necessary to be educated in an inclusive setting, and to increase the student's social, emotional, and behavioral abilities in order to be successful in their transition into adulthood.

Overarching goals include increasing independence, social interaction skills, self-regulation, pro-social behaviors, and other skills students can further utilize as they transition into adulthood.

V – Instructional Service Delivery Models

Program Objectives

A. To provide staff that has knowledge, training and experience of a continuum of best practices, research-based teaching approaches and strategies to ensure that each student is provided an intervention program that best meets his/her needs and the needs of the family.

B. To implement established, well-researched methodologies specific to the learning styles of children with autism spectrum disorders and other mental health challenges

C. To provide individualized behavioral supports and interventions based on the results of Functional Behavioral Assessments (FBA) in order to decrease problematic behaviors and to teach functionally equivalent pro-social replacement behaviors

D. To provide classes for older students that will facilitate the learning of the necessary skills and behaviors for transition into adult life.

E. To provide regular and on-going systematic measures and documentation of progress and educational outcomes.

Program Support

CLaSS Plus is supported by special education teachers, general education teachers, paraprofessionals, campus administrators, program managers/specialists, adapted physical education teachers, Speech Language Pathologists (SLPs), Licensed Specialists in School Psychology (LSSPs), Board Certified Behavior Analysts (BCBAs), related services staff, and parents. There are four classroom critical elements that describe the expectations for CLaSS Plus and these are typically referred to as the "Critical Elements" of CLaSS Plus. (See Appendix for Critical Elements for CLaSS Plus)

V – Instructional Service Delivery Models

Addressing LRE

Students receiving CLaSS Plus services receive instruction in academics, behavior, emotional regulation and social skills in the self-contained setting for some or all of the day depending on the decision of the ARD committee. The program focuses on developing social, emotional, behavioral skills so the student can be more productive in the general education setting. Accordingly, social, emotional and behavioral supports are provided for each student based on individual strengths, deficits, and needs.

To ensure students are educated based on their individual needs and in consideration of least restrictive environment (LRE), the disability category of AU (Autism) does not automatically warrant placement within CLaSS Plus. It is important to consider whether the student's academic, social, emotional, behavioral needs can be met in a less restrictive setting. If the student demonstrates compliance, independence, communication, and appropriate social skills, it is unlikely that that student requires the support of CLaSS Plus.

Students whose IEP needs are exclusively social skills, will most likely benefit from social skills instruction with typically developing peers. Research shows that social skills taught in the natural context where the student has maximal access to typically developing peers is best practice. This can include instruction and practice in school locations, including but not limited to cafeteria, gym/physical education, hallways, general education classrooms and/or special education classroom with the assistance of a general education counselor, campus LSSP, SLP and/or special education staff member. A student who requires social skills instruction only, likely would not benefit from receiving instruction within the CLaSS Plus setting.

V – Instructional Service Delivery Models

Procedures for Considering Placement
Refer to "Specialized District Program or Out of District Placement Procedures" above in Section 5.

Program Components / Critical Elements
The CLaSS Plus Program Components/Critical Elements are designed to guide the Special Education
Teacher in understanding expectations for teaching in CLaSS Plus.

Planning
- Materials are prepared, organized, and accessible for teachers and students throughout the day.
- Lesson plans and activities are aligned with grade level topics and individualized IEPs.
- Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives. Information in the portfolio includes:
  - Legal Documents (ARD, IEP, BIP, AU Supplement, Personal Care Supplement, Parent Communication Log)
    - Assessment records (SS Assessment)
    - Work Samples
    - Related Service Log
  - Data Collection
- Data are collected and analyzed two times per week to monitor progress toward IEP objectives.   Data is collected and analyzed two times per week to monitor progress toward IEP and behavior objectives. Adjustments are made in teaching strategies if data reflects limited progress
- Teacher and parent use a communication report or journal regularly (at least weekly)
- The teacher implements AT recommendations approved by the ARD committee.
- AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)

Instruction
CLaSS Plus encompasses differentiated instruction and a student-centered approach to ensure that each student's IEP goals and objectives are addressed.
- Teacher has extensive knowledge of each student's IEP and BIP.
- Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.
- There is a clear link between the assessment and the PLAAFP.
- Teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.
- Social skills, 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.
- Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction.

V – Instructional Service Delivery Models

Learning Environment
- Students are actively engaged in learning
- Furniture arranged to clearly define classroom areas
- Classroom areas are modified for sensory issues (i.e., auditory and visual) when necessary.
- Classroom routines and activities promote student independence.
- Classroom rules/CHAMPS expectations are clearly visible and explicitly taught in a way that the students will understand
- Behavior management is consistent across classroom staff members
- An individualized behavior management system for each student is in place, based on the BIP
- Behavior is managed and modified through direct teaching of desired behavior
- Positive reinforcement systems are used (tangibles, primary and secondary reinforcement, first/then, penny board, sticker charts, token economy, etc.)
- Research based interventions are used/observed
- Prompting sequence is being utilized
- Teacher and para-educator schedules are posted. Classroom staff schedules include instructional assignments per instructional period/rotation, lunch breaks, planning periods
- Teacher and para-educators follow an established schedule for supervising students both inside and outside the classroom (e.g., lunch, PE, recess, outclass)
- Behavior management is consistent across classroom staff
- Social, play and leisure skills are taught and reinforced in a way that is developmentally appropriate for each student

COSF

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes for children who are receiving special education services and are ages 3-5 years old as of September 1st (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The student is considered part of early childhood until the student turns six years of age or is dismissed from the special education services. The service provider/special education teacher is required to complete an entry Child Outcome Summary Form (COSF) when the child begins receiving special education services, or when a child transfers into the district with special education services and is between the ages of 3-5. The service provider/special education teacher is required to complete exit Child Outcome Summary Form (COSF) when the child exits early childhood special education services. The exit would be completed during the spring semester of the same school year the child turns six years of age, or upon dismissal of receiving special education services. The entry and exit COSF forms are monitored for completion by the CLaSS Program Manager and submitted for document review to the Program Specialist of Compliance, Lead Speech Path, or Program Manager of Early Childhood Special Education.

V – Instructional Service Delivery Models

Training on the COSF process is offered during the year. The COSF is completed collaboratively with parents, SLP, and other service providers. Monthly COSF deadlines and reminders will be sent out by the Program Specialist of Compliance to the Campus Compliance Coordinator. The Campus Compliance Coordinator is responsible for providing monthly campus e-mails to the special education teachers, SLPs, and other service providers on their campus. The COSF form is located in Success Ed.

Professional Practices and Responsibilities
- Communication between the teacher and para-educators is relevant to work and appropriate for school environment.
- Teacher communicates regularly and provides training with all staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented

Staff Development
The district provides trainings to address the needs of students receiving CLaSS Plus services. A list of the trainings will be made available (in SharePoint) on an annual basis to staff members providing CLaSS Plus services.

All teachers and paraprofessionals must maintain current CPI certification. The district provides CPI training regularly and staff members can register in eLearning Located in the Staff section of the FBISD website.

In addition to the published staff development trainings, Job Alike meetings will be hosted after school as a form of mini staff development.

Job Alike - CLaSS Plus teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and ongoing staff development regarding best practices for working with students with autism and other development disabilities as well as updated program, ESYS, and state assessment information.

V – Instructional Service Delivery Models

Campus Administrator Expectations

Campus administrators providing oversight and supervision of teachers in CLaSS Plus should have access to and understand how to utilize the Critical Elements Checklist. Utilizing the Critical Elements Checklist will enable the administrator on campus to understand CLaSS Plus expectations. Campus administrators should have open communication with the Program Manager and Program Specialist of Autism Support Services to ensure that common goals for students in CLaSS Plus are met. In addition, the supervising administrator on campus must maintain their CPI certification by taking a CPI course each year.

The program manager and specialist are available to collaborate with the campus administrators on walk-throughs and completion of the critical elements form. Campus administrators should also expect to have a professional, working relationship with the CLaSS Plus program manager and specialist to ensure that common goals for the students in CLaSS Plus are met.

Critical Elements Observation Form

See Appendix for Critical Elements Checklist for CLaSS Plus.

V – Instructional Service Delivery Models

CO-TEACH

Program Facts

Short Name/Acronym	CT
Program Managers	Amy Carney-Elementary
	Yuvonne Fields-Middle School
	Vacancy, High School
Program Specialists, Elementary	Dawn Clem, Courtney Hardy, Dawni Kitchen and Michele Miller
Program Specialists, Middle School	Shavonta Crawford, and Brian Tolston
Program Specialists, High School	Joyce Arthur, Paul Wilburn
Grade Level(s) Served	K - 12th
Reporting of Grades	Progress Reports, Report Cards,
IA / Setting Code	Based on the last ARD meeting held
ADA Code	Full Day (At least 4 hours each school day)→ ADA = 1
(determined by amount of services the student receives)	Half Day (At least 2 hours but fewer than 4 each school day)→ ADA = 2
School Location(s)	All Fort Bend ISD Campuses

*ARD Committee makes final decision

Program Description

Co-Teach is a service delivery model that pairs two teachers (one general education and one special education) in a classroom with the purpose of providing instruction and intensive supports to students with disabilities in the Least Restrictive Environment. Both general education and special education teachers share the responsibility in the design, implementation, and monitoring of instruction, along with the implementation of accommodations and modifications that appropriately address the student's academic needs and cognitive abilities.

The Co-Teach service delivery model is not available in all grade levels and content. It is up to the Campus Administrator to determine the schedule for each campus. If a student requires special education services in the general education setting and Co-each is not available, In-Class support should be discussed as an alternative service delivery model.

V – Instructional Service Delivery Models

Program Goal

The goal of Co-Teach is to provide students who receive special education services with the necessary academic and behavioral tools and scaffolding to promote their successful y access to the general education curriculum, as they receive instruction in the general education setting with their non-disabled peers. Students for whom Co-Teach is an appropriate method of instruction should be those who are on a modified curriculum and who would typically receive instruction in the resource setting. Students who receive accommodations only through in-class support or who are monitor only, would most likely not benefit from the Co-Teach model. Program Supports

Co-Teach is supported by general education teachers, special education teachers, campus administrators, district-level special education program managers and specialists.

Program Structure

Co-Teach includes:

A certified general education teacher and a certified special education teacher who support special education students in the general education classroom (typically in one of the core subject areas; Math, Reading, Language Arts, Social Studies, and Science).

Addressing LRE

Students with disabilities should be educated with their non-disabled peers in the general education classroom to the maximum extent appropriate as determined by the Admission, Review, and Dismissal (ARD) Committee.

The Admission Review and Dismissal (ARD) Committee should always start with general education first when making recommendations for support in Math, English Language Arts, Science and Social Studies.   The Schedule of Services for a student for whom Co-Teach is recommended should reflect a need for inclusive services for the majority of the class period. The Schedule of Services should not list Co-Teach as the method of instruction, but instead in-class support.

The placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 34 USC § 300.114 - 300.116, 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).

Campus Role

 A campus special education teacher (case manager) will be assigned to monitor the progress and coordinate ARD paperwork for each student who receives special education services.   Case managers should collaborate with Co-Teach partners to ensure that students are making progress in the general education classroom.

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V – Instructional Service Delivery Models

General Education Teacher / Special Education Teacher Collaboration
It is highly critical for Co-Teach partners to collaboratively be responsible for instruction, planning, behavior management, grading and conferencing, as well as the implementation of specially designed instruction adhering to each student's individualized education plan (IEP). The general education teacher and the special education teacher should have a common planning time that is outlined and held sacred in the campus master schedule. An expectation for Co-Teaching is that the general education and special education teacher are both present in the classroom to daily deliver instruction for the entire instructional period.

Classroom Management
Both Co-Teach partners are responsible for developing and implementing a classroom management system.   This includes parent communication and documentation of services, support, and behavior.

Instruction
Instruction in the general education classroom is reflective of collaborative teaching models and utilizes specially designed, individualized, differentiated, and student-centered strategies to ensure student success.

IEP Implementation
The general education teacher in collaboration with the special education teacher are both responsible for implementing the IEP. Both teachers are expected to   provide input and evidence to support substantive documentation   of progress monitoring.

Curriculum
The Fort Bend ISD curriculum should be utilized in the general education classroom. The Texas Essential Knowledge and Skills (TEKS), in which the scope and sequence is aligned to, should be followed. Students who receive Co-Teach services should receive exposure to the full scope and sequence of their grade-level curriculum. However, instructional l accommodations and/or modifications should be implemented as outlined by the ARD committee.

Documenting Student Progress
Special education teachers and general education teachers should regularly document student progress and/or regression on IEP goals and objectives and curriculum mastery. Progress on IEP goals is reported to parents each 9-week grading period. Co-Teach partners should also collect work samples (formative assessments, class work, homework, projects, writing samples, etc.) from students to support instructional recommendations to the ARD committee. Accommodations and Co-Teach - support should be documented through the Onward documentation management system and/or via paper logs.

V – Instructional Service Delivery Models

Staff Expectations
1. Commitment to developing a strong collaborative partnership that promotes academic and socio-emotional growth for all students
2. Commitment to scheduling planning time to deliver student-centered, specially designed instruction. (The campus administration should schedule common planning time within the master schedule.)
3. Attend Job Alike meetings regularly (dates and times will be given by the Program Specialist assigned to the campus at the beginning of the school year).
4. Both partners attend campus grade-level content meetings together, as much as possible.
5. Both partners attend district-level curriculum and related trainings together, as much as possible.
6. Campus Administrator Expectations
1. Strategically assign gen ed and sped co-teach partners who are committed to the success of the partnership
2. Provide oversight and supervision of both Co-Teach partners in the general education classroom.
3. Ensure that Co-Teach partners have a common planning time built into their schedule and support holding that time sacred.
4. Have a working relationship with the Resource/Inclusive Services Program Manager and Specialist assigned to their campus.
5. Understand, have access to, and utilize the *Co-Teach Critical Elements Checklist* (see Appendix).

Co-Teach Critical Elements Checklist
All teachers and administrators should view the *Co-Teach Critical Elements Checklist* (see Appendix).

V – Instructional Service Delivery Models

EARLY ENROLLED SPEECH ONLY

Program Facts

Short Name / Acronym	EE Speech Only
Program Specialist	LeAnne Parker
Grade Level(s) Served	EE (3- and 4-year-old students who are not enrolled in a FORT BEND ISD PK program)
Reporting of Grades	IEP Goals & Objectives Updates
Class Assignment	None
Homeroom Assignment	Home Campus Speech Language Pathologist (EE.93)
Teacher of Record Assignment	N/A
IA / Setting Code	00 (No Instructional Setting)
ADA Code (determined by amount of services the student receives)	ADA = 0
Elementary Location(s)	Each elementary campus services its zoned-school students to provide Special Education services at a location closest to the parent's home.

Program Description

EE Speech Only is a preschool program for speech (only) impairment. EE Speech Only is recommended as the Least Restrictive Environment (LRE) for speech impaired students, ages 3 & 4, who need direct speech therapy instruction by a Speech-Language Pathologist/Assistant. Students in the EE Speech Only program only attend school during the speech therapy time defined by the ARD committee.

Procedures for Considering Placement

When the Early Childhood In-Take team evaluates a child, the evaluator(s) follow steps outlined in Section 1, Referrals and Evaluations of the Special Education Handbook. After the evaluation is complete, the evaluation team emails the Program Manager of Evaluation and Related Services and the Lead Speech Pathologist the data supporting the recommendation for EE Speech Only. The Program Manager and Lead SLP review the data and work with the evaluation team to ensure that EE Speech Only is supported by the data.

Campus Role

The CCC/ARD Facilitator is responsible for scheduling and holding the ARD/IEP meeting. The campus Speech-Language Pathologist is responsible for case managing all SI only students. The school-based ARD committee members participate in the ARDs for EE Speech Only students.

V – Instructional Service Delivery Models

Program Components / Critical Elements
EE Speech Only services are provided by the campus SLP/SLP-A. Therapy sessions are scheduled during the regular school hours. EE Speech Only students are enrolled in Fort Bend ISD and only attend school during the speech therapy time.

Instruction
Direct speech therapy services are considered instructional services. A continuum of speech therapy models is provided based on the student's needs.

Fort Bend ISD EE Speech Only Enrollment Process
EE Speech Only students complete the Fort Bend ISD online enrollment on the district website and follow the same registration procedures as school aged
 students. Registration/enrollment must be completed prior to the initiation of speech services.

IEP Implementation
IEP services for speech therapy are provided according to the services determined in the ARD.

Curriculum
Evidence-based practices for speech-language therapy are used to address student goals/objectives.

Documenting Student Progress
Speech therapy data should be documented for each student on a regular basis. This documentation should clearly support when the student received the service, which goals/objectives were targeted, and how the student performed on the goals/objectives. Data is collected and analyzed weekly to monitor progress toward IEP objectives. The data is submitted via Onward. Additional information regarding Onward can be found in Section 8 of the Administrative Procedures.

Staff Development Expectations
Speech-Language Pathologists/Assistants receive staff development annually. If specific training associated with a disorder is needed, this will be considered on an individual basis. In addition to staff development trainings, SLPs/SLP-As are expected to attend the monthly Speech Pathology district meetings and Special Education Evaluation as per the district calendar.

V – Instructional Service Delivery Models

COSF

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes for children who are receiving special education services and are ages 3-5 years old as of September 1st (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The student is considered part of early childhood until the student turns six years of age or is dismissed from the special education services. The service provider/special education teacher is required to complete an entry Child Outcome Summary Form (COSF) when the child begins receiving special education services, or when a child transfers into the district with special education services and is between the ages of 3-5. The service provider/special education teacher is required to complete exit Child Outcome Summary Form (COSF) when the child exits early childhood special education services. The exit would be completed during the spring semester of the same school year the child turns six years of age, or upon dismissal of receiving special education services. The entry and exit COSF forms are monitored for completion by the Lead Speech Path.

Training on the COSF process is offered during the year. The COSF is completed collaboratively with parents, SLP, and other service providers. Monthly COSF deadlines and reminders will be sent out by the Program Specialist of Compliance to the Campus Compliance Coordinator. The Campus Compliance Coordinator is responsible for providing monthly campus e-mails to the special education teachers, SLPs, and other service providers on their campus. The COSF form is located in Success Ed.

Campus Administrator Expectations

Campus administrators provide oversight of Speech-language Pathologists/Assistants in collaboration with the Program Manager of Evaluation and Student Support Services and Lead Speech Pathologist.

V – Instructional Service Delivery Models

FUNCTIONAL LIVING AND SCHOOL HEALTH SERVICES

Program Facts

Short Name / Acronym	FLaSH
Program Managers	Holly Martinez – Elementary
	Rebecca Kaminski – Middle School
	Darin Quintero – High School
Program Specialists	Leticia Martinez, Aisha Morgan
	Katherine Krueger
	Leticia Barin
	Chris Bowie, Leah Cross, Bethany Sullivan
Grade Level(s) Served	K – 12th+
Reporting of Grades	Report Card + IEP Goals & Objectives Updates in Success Ed
Class Assignment	General Education or Special Education
Homeroom Assignment	General Education or Special Education Teacher
Teacher of Record Assignment	Based on Class Assignment
IA / Setting Code	Based on last ARD Meeting held[*]
ADA Code (determined by amount of services the student receives)	Full Day (At least 4 hours each school day) ADA = 1
	Half Day (At least 2 hours but fewer than 4 each school day) ADA = 2
K-5 Elementary Locations	Patterson, Rita Drabek, Colony Bend, Juan Seguin
6-8 Middle School Locations	GMS, DMS, BMS
9-12+ High School Locations	AHS, EHS, THS, WHS

* Anticipated campuses for the 2021-2022 school year. Campuses placement may fluctuate during the school year *

V – Instructional Service Delivery Models

Program Description

The Functional Living and School Health services (FLaSH) classroom generally serves students with significant physical and/or cognitive disabilities. The students may not be independently mobile and may often require full assistance to care for their daily needs. The focus of instruction is visual and auditory stimulation, motor skills development, assistive technology, interaction with others and, if possible, communication skills. Students are medically fragile, and they may require custodial care. It should be noted that diagnosis/disability does not drive the programming decision, and the ARD/IEP Committee ultimately determines placement.

Program Goal

The goal of the FLaSH program is to lead students to maximize their potential through relevant academic instruction, building positive relationships, assistive technology and setting a high level of expectations for post-school outcomes.

Program Objectives

It is Fort Bend ISD's belief that all students can reach their full potential. The FLaSH teachers will align instruction with TEKS and use evidence-based curriculum to provide a supportive climate and safe learning environment.

Program Supports

The FLaSH program is supported by special education teachers, general education teachers, paraprofessionals, school health providers, related & instructional services providers (Speech, OT, PT, O&M, in-home and parent trainers, assistive technology specialists, school health, transportation, Adapted PE, DHH, and VI), campus administrators, district-level program managers and specialists, Licensed Specialists in School Psychology, Board Certified Behavior Analysts, and parents.

Addressing Program LRE

Students receiving support in FLaSH will be included in the general education setting to the maximum extent appropriate as determined by the ARD/IEP committee. ARD/IEP committees should consider the full continuum of placements, including, but not limited to having the students participate in inclusive settings such as: lunch, library, computer lab, music, and/or physical education in order to practice and generalize social skills with typically developing peers. The level of support provided to the student during times in an inclusive setting shall be determined by the ARD/IEP committee and may range from independent participation to full-time support. Participation in the general education setting should change via an ARD/IEP committee decision as deemed appropriate for each individual student and will depend on the student's ability to reach mastery criteria on specific IEP objectives.

V – Instructional Service Delivery Models

Program Components / Critical Elements

The FLaSH Program Components/Critical Elements are designed to guide the special education teacher and campus administration in understanding expectations for teaching in a FLaSH classroom.

Classroom Learning Environment

Classroom Arrangement

The FLaSH classroom arrangement encompasses the physical structure of the classroom, student schedules, student expectations, and monitors the safety of the classroom environment.

Physical Arrangement

The physical arrangement of the room can either promote or hinder the teacher's instructional efforts and the quality of learning that takes place. Minimize distractions and maximize access (student access to instructor, materials, demonstrations, as well as teacher access to each student). When designing the classroom, consider the age of the students, the number of students, the activities to be conducted, and the placement of electrical outlets, windows, and doors.

- Classroom should be organized in a way that gives primary consideration to physical safety, and medical needs of all students.
- Classroom space should be designed so that students can be out of their chairs/beds at specified times throughout the day according to their individual needs.
- Situate recreational and computer areas away from instructional areas.
- Place materials to be accessed by students in areas away from where other students are working.
- Place materials needed for the teaching lesson near areas where you conduct instruction.
- Arrange classroom furniture to clearly define classroom areas. These areas should include the following: large group instruction, small group instruction, individual workspaces, and leisure area (reinforcement time).
- Keep high traffic areas free of congestion by separating them by wide spaces.
- Stand in different parts of the room to be sure that you can see all your students.
- Classroom schedules should be posted where all students and staff can access them.
- Classroom rules/expectations should be clearly visible and explicitly written in the classroom.
- The classroom should be clean and organized.

V – Instructional Service Delivery Models

Schedules

A class schedule which identifies times and activity/course blocks for the day should be posted in every FLaSH classroom. In addition, schedules for each individual student should be readily accessible to the teacher (i.e., kept in a binder, posted, etc.). Finally, student schedules should clearly define where all students are located at all times, whether in the classroom or out of the classroom.

Teacher / Paraprofessional Communication

Expectations:

1. Communication between teacher and paraprofessionals should be appropriate and work related.
2. Teacher and paraprofessionals have and use an established schedule for supervising students both inside and outside of the classroom.
3. Schedules are posted for teachers and paraprofessionals and include a 45-min planning period for teachers, 30-min lunch break and shows that all students are under adult supervision at all times.

The FLaSH teacher is responsible for collaboration with paraprofessionals and other staff members working with FLaSH students in the classroom and alternative settings (i.e., general education). The FLaSH teacher must communicate regularly to ensure that all staff working with students in the program have access and understanding of:

- Pertinent information that is included in student's educational plans including IEP goals and objectives, Behavior Intervention Plan (BIPs), supplements, and accommodations/modifications
- How to provide instructional and behavioral assistance to students with disabilities
- How to monitor, implement, and report progress on a Behavior Intervention Plan (BIP)
- How to provide basic practices of positive behavior support
- How to collect data and monitor progress
- How to utilize/implement all Assistive Technology in the classroom and listed in the students ARD paperwork
- How to apply effective principles of Non-Violent Crisis Intervention (CPI) for students who demonstrate aggressive behavior and who may require verbal de-escalation and/or physical restraint
- How to use an established schedule for supervising students both inside and outside of the classroom

The FLaSH teacher must also collaborate regularly with general education teachers to ensure that the student is making educational progress on his/her Individual Education Plan (IEP) and that he/she is engaging in appropriate behavior while in the general education setting.

V – Instructional Service Delivery Models

General Description of Paraprofessional Duties

Under direct supervision, the purpose of the position is to provide assistance in the education, care, and development of students with significant disabilities. Employees in this classification perform instructional, clerical, and behavioral management duties, as well as provide assistance to students with personal care needs. Work is performed under the direction of a certified teacher, job specialist, or administrator.

Some FLaSH classrooms have a Supplemental School Nurse that is designated to support the students. The FLaSH Nurse should be housed within the FLaSH classroom. The primary role of the FLaSH Nurse is to implement the school health services for students receiving FLaSH services.

Instruction

Instruction in the FLaSH classroom should be differentiated and student-centered to ensure that each student's IEP is adequately addressed, and to ensure that each student is making educational progress. Academic instruction and IEP goals and objectives in the FLaSH setting are aligned to state standards through prerequisite and functional skills. Communication, social skills, and independent living skills are also addressed. The FLaSH classroom is designed specifically to teach the student skills to utilize assistive technology so that he/she can function as independently as possible.

V – Instructional Service Delivery Models

Curriculum

Academic

The curriculum for the FLaSH program will be individualized based on student need. Fort Bend ISD provides a variety of research and standards-based curriculum materials for teachers to use.

Unique Learning System

Unique Learning System is an online, dynamic, standards-based curriculum specifically designed for students with special needs. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. Materials are created using Symbol Stix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.

Unique GPS is a data collection center designed to identify individual student goals, preferences, and skills within educational learning tasks. All areas of assessment within the GPS have been created to accommodate students with complex learning needs. Assessment results are stored on the n2y secure website to allow for growth measures to be monitored over the years.

Benchmark assessments should be completed three times per year (BOY, MOY, EOY) in order to identify growth and progress or lack thereof. This data should be used to inform instructional planning and delivery, as well as for reporting for department goals. Should a student demonstrate a lack of expected progress during the course of the reporting periods, a staffing should be held to discuss the factors related to the lack of progress, including ensuring that the IEP is being implemented as written and to determine if additional supports and services are required. If changes to the IEP are identified, a brief ARD meeting should be scheduled to consider the changes.

Individual Education Program (IEPs)/Lesson Plans

FLaSH teachers are required to have extensive knowledge of each student's IEP. They must also understand implementation of the IEP and utilize trained professionals available to them in order to gain assistance when needed.

V – Instructional Service Delivery Models

Documentation/ Grading

- The teacher will regularly document student progress on IEP goals and objectives. The FLaSH teacher is expected to develop and maintain a portfolio for each student which includes data, work samples, products, IEP goals and objectives, BIP, AU supplement (if applicable), accommodation logs, etc. which supports student progress on his or her IEP.
- Data is collected and analyzed two times per week to monitor progress toward IEP and behavior objectives.
- The data is reflected in numerical percentages or trials and is easily interpreted.
- Documentation of services must be submitted via Onward. Additional information regarding Onward can be found in Section 8 of the Administrative Procedures.
- Data will be analyzed each 9-week grading period and results will be reflected on the IEP Progress Reports in Success Ed. ACTUAL percentages or trials, not approximations, will be noted on the updates with data to support the percentages. In addition to numerical data, teachers will add comments to the progress reports. For example, Mary is maintaining mastery of her current list of 53 sight words with 92% accuracy. She has added 10 new words this 9 week and identifies them with 87% accuracy when presented using flashcards.
- Adjustments in teaching strategies may be necessary if limited progress is documented.
- In addition to updating IEPs every nine weeks, FLaSH teachers must follow the same grading procedures and policies as general education. All students will receive a report card each grading period that is based on work completed in the classroom. Documentation must support the grade given.

COSF

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes for children who are receiving special education services and are ages 3-5 years old as of September 1st (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The student is considered part of early childhood until the student turns six years of age or is dismissed from the special education services. The service provider/special education teacher is required to complete an entry Child Outcome Summary Form (COSF) when the child begins receiving special education services, or when a child transfers into the district with special education services and is between the ages of 3-5. The service provider/special education teacher is required to complete exit Child Outcome Summary Form (COSF) when the child exits early childhood special education services. The exit would be completed during the spring semester of the same school year the child turns six years of age, or upon dismissal of receiving special education services. The entry and exit COSF forms are monitored for completion by the FLaSH Program Manager and submitted for document review to the Program Specialist of Compliance, Lead Speech Path, or Program Manager of Early Childhood Special Education.

V – Instructional Service Delivery Models

Training on the COSF process is offered during the year. The COSF is completed collaboratively with parents, SLP, and other service providers. Monthly COSF deadlines and reminders will be sent out by the Program Specialist of Compliance to the Campus Compliance Coordinator. The Campus Compliance Coordinator is responsible for providing monthly campus e-mails to the special education teachers, SLPs, and other service providers on their campus. The COSF form is located in Success Ed.

Assessment

All students in FLaSH classes must be assessed before their annual ARD to determine their present levels of academic achievement and functional performance (PLAAFP). The information, along with IEP progress, will be used to guide the teacher in developing IEP goals and objectives for the annual ARD. FLaSH teachers will use the Brigance and/or Unique GPS as their primary assessment tool and can use additional assessment tools to supplement the information, when needed. The assessment protocol must be included in the portfolio as the student changes schools or programs in order to track progress across the student's educational career. Benchmark assessments must be administered three times per year (BOY, MOY and EOY) for progress monitoring purposes. Should a student demonstrate a lack of expected progress during the course of the reporting periods, a staffing should be held to discuss the factors related to the lack of progress, including ensuring that the IEP is being implemented as written and to determine if additional supports and services are required. If changes to the IEP are identified, a brief ARD meeting should be scheduled to consider the changes.

Behavior/Classroom Management

Classroom management is based on the Fort Bend ISD special education behavior model, which teaches pro-social skills necessary for success in the least restrictive environment, aligned with the Texas Behavior Support Initiative, which emphasize:

- systemic and individualized strategies based on an extensive body of research-based practices
- prevention-based approach for all students
- teaching academic, social and behavioral expectations
- culturally appropriate practices
- a positive approach to shaping behavior
- an orderly, structured classroom environment

Visuals regarding classroom rules and expectations are posted in the classroom where they are visible to the students. Rules are explicitly taught in a way that the students understand. All classroom staff members are responsible for teaching the rules and procedures to the students. Behavior management is consistent across classroom staff members.

V – Instructional Service Delivery Models

An individualized behavior management system for each student is in place, based on the BIP, as determined by the student's ARD committee.

    a) Behavior is managed and modified through direct teaching of desired behavior.
    b) Positive reinforcement systems are in place and individualized to student needs. Consequences for behavior are clearly identified, and developmentally appropriate.
    c) Research-based interventions are used/observed.
    d) The prompting sequence/hierarchy is used.
    e) Data is collected a minimum of two times per week and data is analyzed to determine if interventions are working.

Staff Development Expectations

Teachers providing FLaSH services are expected to stay current in research-based interventions for all students with cognitive and other developmental disabilities. The district provides trainings to address these interventions.

- FLaSH teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and staff development regarding best practices for working with students with cognitive and other developmental disabilities as well as program updates, ESYS, state assessment information, and district procedures and guidelines.
- FLaSH teachers will be required to demonstrate knowledge and skills related to the identified Critical Elements for FLaSH classrooms. Trainings will be provided to address the critical elements.
- FLaSH teachers are expected to utilize the research-based materials and assessment tools that are available in the classroom. Trainings related to the use of these materials will be provided.

Crisis Prevention Intervention (CPI) – All FLaSH teachers and paraprofessionals must maintain their CPI certification by taking a CPI course/refresher each year.

Campus Administrator Expectations

Campus administrators should expect the critical elements of the FLaSH program to be in place in each FLaSH classroom (See Appendix). Campus administrators are encouraged to review the Critical Elements as needed to support FLaSH staff. In addition, the supervising administrator on campus is encouraged to maintain his/her CPI certification by taking a CPI course each year.

The FLaSH program specialists and managers are available to collaborate with the campus administrators on walk-throughs and completion of the critical elements form. Campus administrators should also expect to have a professional, working relationship with the program specialists to ensure that common goals for the students in FLaSH are met.

Critical Elements Observation Form

See Appendix for Critical Elements Checklist for FLaSH program.

V – Instructional Service Delivery Models

HOMEBOUND INSTRUCTIONAL SERVICES

Service Facts

Short Name / Acronym	HB (Homebound), PRS (Pregnancy Related Services); or CEHI (Compensatory Education Home Instruction)
Program Manager	Ronje Gonzales
Grade Level(s) Served	PK – 12th
Reporting of Grades	IEP Goals & Objectives Updates
Class Assignment	General Education Teacher or Special Education Teacher
Teacher of Record Assignment	Based on Class Assignment
IA / Setting Code	01 while the student is receiving Homebound Services
ADA Code *(determined by amount of services the student receives)*	Full Day (At least 4 hours each week) ADA = 1 Half Day (At least 2 hours but fewer than 4 each week) ADA = 2

*ARD Committee makes final decision

Service Description

The goal of Homebound Services is to support instruction by following the IEP so that the student's instruction remains aligned with campus instruction. Students who receive homebound services are those who will be confined to the home/hospital for at least four weeks or more due to a medical condition that is confirmed and documented by a licensed physician or hospital.

Intermittent homebound services may also be provided to chronically ill students who are expected to be confined for any period of time totaling four weeks throughout the school year. It is important to note that the medical diagnosis alone does not drive the programming decision; the ARD committee ultimately determines placement.

Pregnancy Related Services (PRS) and Compensatory Education Home Instruction (CEHI)

If a student is pregnant, she may receive PRS and CEHI services for six weeks after the date of delivery. The pregnancy must be verified by a report from a licensed physician or nurse practitioner. It should be noted that the diagnosis does not drive the programming decision, and the ARD committee ultimately determines placement.

V – Instructional Service Delivery Models

CEHI during Postpartum Confinement

Postpartum CEHI services are provided to the student either until the student chooses to return to school or until the end of the sixth week from the beginning date, whichever comes first. The student is not required to provide a medical note indicating a need for confinement to be eligible for or receive postpartum CEHI through the sixth week from the beginning date. Provision of CEHI during postpartum confinement may be extended for 4 additional weeks subject to documentation provided by a licensed medical practitioner verifying the student's eligibility to receive PRS.

Beginning and Ending of CEHI during Postpartum Confinement

The beginning date of postpartum CEHI will be the day after pregnancy ends. A campus official must record the date a student's pregnancy ended. CEHI services end on the last day of the sixth week after the beginning date. However, if the postpartum confinement period is extended, eligibility for CEHI ends on the last day of the tenth week after the beginning date.

CEHI during Extended Confinement

Eligibility for CEHI during postpartum confinement may be extended for an additional four consecutive weeks if there are complications with the student's or infant's health. Eligibility for CEHI during extended postpartum confinement starts on the first day of the seventh week after the beginning date and ends on the first day of the eleventh week after the beginning date.

CEHI during Break-in-Service Confinement

A student may be allowed to divide up to ten weeks of postpartum confinement CEHI into two periods in instances in which the infant remains hospitalized after delivery. This option is known as break-in-service CEHI. It allows the student to receive CEHI during an initial period of postpartum confinement while recovering from delivery (student recovery period), return to school until the baby is released from the hospital, and then receive CEHI during the remainder of the eligible postpartum confinement time while caring for the baby (baby recovery period). If the baby is hospitalized again, the student may receive an additional period of CEHI when the baby is released if the student has not already received ten weeks of postpartum confinement CEHI.

A student who requires break-in-service confinement remains eligible to receive CEHI until she has been confined for a total of ten weeks or the school year ends, whichever comes first. For a baby recovery period, the student is not required to provide a medical note indicating a need for extended postpartum confinement to be eligible for or receive break-in-service CEHI beyond the sixth week of postpartum confinement.

V – Instructional Service Delivery Models

Additional Information on CEHI and Confinement

It is not required to provide CEHI to confined students on days designated as school breaks, holidays, teacher workdays, etc. Additionally, school breaks, holidays, teacher workdays, etc., do not extend the amount of time a student may receive postpartum CEHI. These days will be counted when determining the amount of time a student is eligible for CEHI.

PRS for students receiving special education services

General education students must not be referred for special education services just because they become pregnant. General education students who must be confined to the home or hospital bedside for pregnancy-related issues are to be provided CEHI and other PRS components through the PRS program as outlined above.

Sudents receiving special education services who become pregnant will also be provided access to the services offered through the PRS program outlined above. The ARD committee and PRS program staff members will work collaboratively to address the pregnant student's service needs.

ARD Committee Meetings for Students Receiving PRS

An ARD committee meeting should be held promptly to determine the appropriate services for the student after the campus learns of a special education student's pregnancy. A pregnant special education student's ARD committee must meet as necessary to address any changes in the student's needs. During the periods of confinement to the home or hospital bedside, special education services must be provided in the homebound instructional setting.

Students receiving special education services must also receive special education homebound services and PRS during any periods of confinement regardless of the anticipated period of confinement (that is, the student must be served even when the period of confinement is expected to be fewer than four consecutive weeks or fewer than four weeks total for the school year). Furthermore, the period of homebound postpartum services for a special education student may exceed ten weeks if determined necessary by the ARD committee

In addition to the homebound instructional services provided to the student through the special education program, the PRS program must provide at least two hours a week of PRS support services for two-five days attendance credit and at least one hour for one day attendance credit. The additional hours provided through the PRS program may include any of the support services such as counseling, support to instructional services, parenting instruction, etc. A certified teacher, nurse, counselor, or social worker must provide the additional hours of PRS support services for a special education student and must maintain logs documenting the actual amount of services each special education student receives.

V – Instructional Service Delivery Models

Service Delivery

The special education or general education homebound teacher, the special and general education campus teachers, campus administrators, related service personnel, parents, and students work together to support the homebound services.

Once a student, who is receiving special education services is placed on homebound, the student's Case Manager at his/her assigned campus will provide, along with the weekly student's assignments, a data collection sheet for the Homebound Teacher to report progress towards the student's IEP goals and objectives. The Homebound Teacher will report progress towards the student's objectives on a weekly basis, as they return the previously graded assignments back to the Case Manager. The Case Manager will remain responsible for updating progress towards IEPs in the District's Special Education software system.

Students receiving homebound services based on an IEP or a 504 plan shall:

- Receive instruction and assignments in the TEKS curriculum through support from a homebound teacher.
- Complete assignments within a designated timeline by utilizing educational materials as well as technology provided by the home campus.
- Seek assistance from the campus-based teacher and/or homebound support teacher.

Addressing LRE

An ARD Committee meeting shall determine the type and amount of homebound services to be provided when the student is able to return to the regular educational setting, and the length of the transition period based on current medical information. Homebound services are designed to help the student keep up with schoolwork during his/her absence so that he/she can return to school and continue in the setting that was in place at the time he/she was placed on homebound services.

V – Instructional Service Delivery Models

Referrals for Homebound Instruction Services

If homebound services are being considered for a student, the Campus Compliance Coordinator (CCC), ARD Facilitator or Counselor will initiate a referral by completing the Campus Homebound Referral in Eduphoria. Once the referral has been completed, the Program Manager, Student Support Services will fax the Homebound Medical Recommendation form to the physician for completion.

Upon review of the Medial Recommendation form, the Program Manager, Student Support Services will recommend that the campus schedule an ARD meeting for the student. The campus will schedule the ARD meeting with the Program Manager. The Program Manager will assign a Homebound Teacher to attend the meeting. The ARD Committee makes the final decision for a student to be placed in a homebound setting. The IEP plan must also include a plan to transition the student back to the least restrictive environment. Once the current *Medical Recommendation for Homebound Services* has expired, unless an updated *Medical Recommendation for Homebound Services* is provided by the parent, the student will return to campus. For a student receiving special education services, a placement ARD must be scheduled with the Program Manager, Student Support Services, before the student can return to campus.

V – Instructional Service Delivery Models

IN CLASS SUPPORT

Program Facts

Short Name/Acronym	ICS
Program Manager	Amy Carney-Elementary
Program Manager	Yuvonne Fields-Middle
Program Manager	Vacancy, High
Program Specialists Elementary	Dawn Clem, Courtney Hardy, Dawni Kitchen and Michele Miller Shavonta' Crawford and Brian Tolston
Program Specialists Middle	Joyce Arthur and Paul Wilborn
Program Specialists High	K - 12th
Grade Level(s) Served	
Reporting of Grades	Report Card
IA / Setting Code	Based on the last ARD meeting held
ADA Code	Full Day (At least 4 hours each school day) ADA = 1
(determined by amount of services the student receives)	Half Day (At least 2 hours but fewer than 4 each school day) ADA = 2
School Location(s)	All Fort Bend ISD Campuses
ARD Committee makes final decision	

Program Description

In-class support is an inclusion service delivery model with collaboration between the general education teacher and special education staff to ensure that special education students successfully meet the requirements of the general education curriculum. The general education teacher is the teacher of record and is responsible for providing initial instruction. Both general education and special education staff ensure that accommodations and modifications are implemented and appropriately address the student's academic needs and cognitive abilities.

Program Goal

The goal of in-class support is to provide students who receive special education services with the necessary academic tools and support to help them access and make progress in the general education classroom.

Program Supports

In-class support is supported by special education teachers, special education paraprofessionals, campus administrators, district-level special education specialists and managers.

V – Instructional Service Delivery Models

Program Structure

In-class support includes a special education teacher or paraprofessional who supports special education students in the general education classroom (typically Math, English Language Arts, Social Studies, and Science).

Addressing LRE

Students with disabilities should be educated with their non-disabled peers in the general education classroom to the maximum extent appropriate as determined by the Admission, Review, and Dismissal (ARD) Committee.

Procedures for Considering Placement

The Admission Review and Dismissal (ARD) Committee should always start with general education setting first when making recommendations for support in Math, English Language Arts, Science and Social Studies. The ARD committee should determine the amount of support needed per class (frequency and duration). Support may occur daily, or a specified number of days per week, and could vary in amount of time, based on need per the ARD. Data from the PLAAFP and ICS logs and goals should be considered when recommending services.

The placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 34 USC § 300.114 - 300.116, 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).

Campus Role

A campus special education teacher will be assigned to each student that receives special education services. The campus case managers (special education teacher) should collaborate with special education support (teachers and/or paraprofessionals) and general education teachers to ensure that students are making progress in the general education classroom.

General Education Teacher / Special Education Teacher / Paraprofessional Collaboration

The general education teacher is informed of each student's needs and provided specific information from the student's ARD/IEP. The in-class support staff will be responsible for collaborating with the general education teacher with whom he/she works. It is highly critical for general education teachers, along with all support personnel, to collaborate when supporting students with disabilities in the general education classroom. A special education teacher will communicate regularly with and ensure services for a student that involve paraprofessionals who provide in class support occur and are implemented with fidelity.

Classroom Management

General education teachers are responsible for establishing their classroom management systems in collaboration with the Case Manager to provide individualized student services. The in-class support personnel, whether it be a teacher or paraprofessional, will be responsible for assisting with implementation and ensuring that services are being documented correctly.

V – Instructional Service Delivery Models

Instruction

Instruction in the general education classroom is led by the general education teacher and is specially designed, individualized, differentiated, and student-centered to ensure student success.

IEP Implementation

The general education teacher, in collaboration with the special education staff assigned to support the class, is responsible for implementing the IEP and accommodations in collaboration with the special education staff and documenting the services/supports accurately.

COSF

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes for children who are receiving special education services and are ages 3-5 years old as of September 1st (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The student is considered part of early childhood until the student turns six years of age or is dismissed from the special education services. The service provider/special education teacher is required to complete an entry Child Outcome Summary Form (COSF) when the child begins receiving special education services, or when a child transfers into the district with special education services and is between the ages of 3-5. The service provider/special education teacher is required to complete exit Child Outcome Summary Form (COSF) when the child exits early childhood special education services. The exit would be completed during the spring semester of the same school year the child turns six years of age, or upon dismissal of receiving special education services. The entry and exit COSF forms are monitored for completion by –Program Manager of Compliance and submitted for document review to the Program Specialist of Compliance, Lead Speech Path, or Program Manager of Early Childhood Special Education.

Training on the COSF process is offered during the year. The COSF is completed collaboratively with parents, SLP, and other service providers. Monthly COSF deadlines and reminders will be sent out by the Program Specialist of Compliance to the Campus Compliance Coordinator. The Campus Compliance Coordinator is responsible for providing monthly campus e-mails to the special education teachers, SLPs, and other service providers on their campus. The COSF form is located in Success Ed.

Curriculum

The Fort Bend ISD curriculum should be utilized in the general education classroom. The Texas Essential Knowledge and Skills (TEKS), to which the scope and sequence is aligned, should be followed. Students who receive in-class support services should receive the full range of their grade-level curriculum. Instructional accommodations and or modifications should be implemented as outlined by the ARD committee.

V – Instructional Service Delivery Models

Documenting Student Progress

General education teachers will maintain an accommodation log and keep work samples (formative assessments, class work, writing samples, etc.). General education teachers should also keep a sampling of provided accommodations, for example, noting the extra time provided on a learning experience and supports for the student. If a student requires modified materials, a sampling should also be kept along with the original assignment. Both general education teacher and special education staff will document the in-class support, determined by the ARD committee, on the ICS log. This includes assigning a Level of Support (LOS) notation on a scale of 1-4. Levels of 3 and 4 should be accompanied by notes detailing what that support was. The logs will be reviewed as part of the student's ARD preparation and planning. Special education teachers and general education teachers should regularly collaborate and document student progress and/or regression on IEP goals and objectives as well as overall curriculum mastery. The case manager should follow the Progress Monitoring flow chart when a lack of progress is evident. Data points should be collected on a regular basis; 2 data points per week, per IEP goal are suggested. Case Managers are to share parents updated IEP goals/objectives each 9-week grading period with parents per the District reporting schedule.

Staff Expectations
Expectations for In Class Support Teachers

1. Attend Job-Alike meetings regularly (dates and times will be given by the Special Education Specialist assigned to the campus at the beginning of the school year).
2. Attend campus grade-level content meetings.
3. Attend district-level curriculum trainings.
4. Attend district level trainings that help support students who receive special education services. These trainings are offered throughout the entire school year and summer months. (Example: Professional Development Training.)
5. Maintain regular communication with Program Specialist.

Campus Administrator expectations are to:

1. Provide oversight and supervision of support teachers and paraprofessionals in the general education classroom.
2. Have a working relationship with the Special Education Specialist and Program Manager assigned to their campus.
3. Understand, have access to, and utilize the *In-Class Support Critical Elements Checklist* (Appendix).
4. Provide accountability/campus procedures for implementation, documentation, and completion of IEP documents and services (including regular monitoring of progress updates).

In Class Support Critical Elements Checklist:

All teachers should view the *In-Class Support Critical Elements Checklist* (See Appendix)

V – Instructional Service Delivery Models

PREGNANCY RELATED SERVICES

Program Facts

Short Name/Acronym	PRS
Program Manager	Ronje Gonzales
Reporting of Grades	Report Card
IA / Setting Code	Based on the last ARD meeting held
ADA Code *(determined by amount of services the student receives)*	Full Day (At least 4 hours each school day) ADA = 1 Half Day (At least 2 hours but fewer than 4 each school day) ADA = 2
School Location(s) **ARD Committee makes final decision*	All Fort Bend ISD Campuses

Program Description

Pregnancy Related Services (PRS) are support services the pregnant student receives to help her adjust and stay in school during the pregnancy and postpartum periods. These services include instructional and support services delivered to the student:

- when the student is attending classes on a regular campus,
- when pregnancy prevents the student from attending school, and
- during the postpartum period

Fort Bend Independent School District (FBISD) offers both support and instructional services to the student. These services are part of the Pregnancy Related Services (PRS) program. The purpose of PRS is to ensure that all pregnant and parenting students receive the support they need to succeed. Our support services are tailored in order to enable students to stay in school, obtain a high school diploma, have healthy babies, become self-sufficient adults, and prepare for the future.

Pregnancy and Parenting support services are provided during the prenatal and postnatal period from the student support team (SST): campus nurse, counselors, social worker, etc. PRS homebound teachers provide instructional services when the student is unable to attend school due to pregnancy.

During monthly meetings students are provided current and useful parenting information as well as support with the following services:

- Educational services
- Clinic referrals

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- Social services
- Childcare
- WIC
- Tutorials
- Parenting classes
- College prep/financial aid
- College information

PRS Homebound Teacher

This is a certified teacher who provides the appropriate academic course work, parenting, and career skills to an active PRS student *in their home*. This service is provided ***only after*** a student has given birth.

Program Support

Support services are provided to the pregnant and parenting student on a regular basis at their home campus throughout the student's academic career until graduation. The PRS program strives to keep all teen parents in school. Several accommodations are provided to pregnant students in order to make this a reality. These accommodations include:

- 5-minute hall pass
- Eating and bathroom privileges
- Elevator pass (during last 6 weeks)
- Locker or in-classroom book accommodations
- Childcare

Compensatory Education Home Instruction (CEHI) is a required support service which provides academic support to the student. These services are rendered to the student at home or hospital bedside (if within Fort Bend district) when pregnancy prevents the student from attending school and during the postpartum period. CEHI must consist of face-to-face contact with a certified teacher of FBISD. FBISD has developed PRS homebound services to be aligned with state guidelines. PRS Homebound is an in-home service provided by a certified teacher. Homebound teachers pick up and deliver classroom work and provide instructional support for a 6-week period after delivery, if no complications occur and a 10-week period if complications due occur. **Students are expected to attend classes on campus up until the baby's delivery**. Homebound students are visited on a weekly basis for a total of 4 hours. Participation in these meetings will count as the student's' in-school attendance.

V – Instructional Service Delivery Models

Student Support Team Responsibilities
Members of the SST must:

- Collaborate with student and parent to discuss pregnancy and/ or services provided by the district
- Collaborate with support staff (nurse, homebound teacher, assistant principal, counselor, social worker)
- Complete intake form with student
- Conduct monthly meetings (using appropriate resources)
- Communicate with homebound teacher, campus ADA, and nurse once student has delivered
- Conduct home visits
- Maintain contact with students throughout the school year
- Complete accurate PRS Reports (excel)
- Create and maintain student files
- Develop and maintain relationship with outside community resources
- Knowledgeable of current laws, campus procedures and TEA guidelines in relation to PRS students

Student Responsibilities
The student should be prepared to:

- Provide documentation of pregnancy (medical doctor's note or nurses forms)
- Provide documentation of parenting (verification of birth facts or birth certificate)
- Notify parent of pregnancy with 24-48 hours, if parent is unaware of pregnancy (see attached)
- Be willing to participate in PRS program
- Complete PRS contract with parent
- Complete intake and provide accurate and true information
- Attend monthly meetings
- Attend school on a regular basis
- Contact campus nurse within 24-48 hours of delivery, if pregnant
- Communicate effectively with PRS Staff

PRS Procedures
Once student is identified by support staff (teacher, Assistant Principal, counselor, social worker or outside source), the campus nurse will confirm pregnancy one of the following ways:

- Completed nurse forms
- Doctor's note
- Any form of confirmation of pregnancy, provided by medical personnel
- If pregnancy has not been confirmed, provide the student with medical resources, in order to receive confirmation

V – Instructional Service Delivery Models

Upon confirmation of pregnancy and/or parenting student:

- Confirm student schedule in Skyward
- Campus nurse will arrange to visit with student

During your visit with the student, be sure to complete the following:

- Confirm pregnancy or parenting status
- Explain the purpose of PRS Program
- Explain the role of SST and homebound teacher
- Provide student with PRS resources
- Provide student with PRS binder and explain the information located inside
- Complete intake form (see Appendix)
- Explain homebound procedures (if pregnant)
- Remind students to provide nurse with appropriate documentation and forms
- Create a student folder

*NOTE: PRS Staff will allow the student to notify their parent. If not, it is the responsibility of PRS Staff to notify the student's parent within 48 hours.

Once initial student intake is complete, the SST will:

- Communicate with student's parent regarding PRS services
- Collaborate with support staff regarding student as needed
- Monitor student's attendance
- Make home visits, as needed regarding attendance and retrievals
- Follow-up with students on a weekly basis
- Invite students to monthly PRS meetings
- Using invites, passes, email or text messages

Once the student has the delivered, the campus nurse will:

- Communicate with Program Manager, Student Support Services with the details of the student's delivery
- Program Manager, Student Support Services will assign a homebound teacher
- Immediately contact campus ADA regarding students' delivery and impending CEHI status via email
- Contact Social Worker to initiate discussions with student regarding childcare options and complete Workforce Solutions application

V – Instructional Service Delivery Models

Upon students' return to school:

- Program Manager, Student Support Services will confirm students' attendance in Skyward (returned on the correct date)
- Counselor will follow-up with student regarding any unresolved homebound assignments and/or childcare arrangements
- SST will continue individual contact with student as needed

SST & Homebound Teacher Collaboration

The SST and homebound teacher will collaborate with each other to discuss concerns regarding PRS students. Both will work together to complete the following:

- Intake
- Home visits
- Retrievals
- Campus meetings with support staff
- Assist with assignment pick-up
- Assist with childcare application
- Email support staff

PRS Homebound Teacher Responsibilities

PRS Homebound is a service provided by certified teachers in the student's' home. Homebound services will last 6 weeks from the day of after delivery. Both the student and homebound teacher have several responsibilities for the partnership to work effectively.

V – Instructional Service Delivery Models

<u>Homebound Teacher Responsibilities</u>
The homebound teacher must:

- Contact teachers, assistant principal, attendance clerk, and nurse after receiving birth information from student
- Request assignments from teachers via email
- Serve the student for up to **four hours per week** in home
- Assist the student with schoolwork, parenting skills, daycare, and college/career information

<u>Student Responsibilities</u>
The student should be prepared to:

- Notify teachers of your upcoming absence
- Request assignments in advance and complete assignments
- Bring textbooks home (homebound teachers are not allowed to retrieve books from lockers)
- Parents can request textbooks to be brought home on behalf of the student
- Notify PRS staff with **24-48 hours** of students' delivery

<u>Homebound Visit Affect Attendance</u>
It is important to follow the appropriate procedures:
- The student's weekly appointments with the homebound teacher will count as in-school attendance
- If the student does not comply with scheduled appointments, this will result in absences
- The student is responsible for contacting PRS Staff to ensure that she will receive services in a timely matter and reduce absences as well as keep current on assignments
- The student's failure to contact PRS staff will delay services and affect their truancy and grade status

PRS Homebound Teacher Procedures
Prior to the student's delivery date, the PRS homebound teacher should meet with the student to introduce themselves and provide the student with the following information:
- to-do-list
- homebound teacher's contact information/card
- discuss the procedures to follow when they deliver
- have student sign and return the Homebound Teacher/Student Agreement
- answer any questions

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When a student has delivered, the PRS homebound teacher must **contact the student** and **obtain the following information**:

- delivery date
- hospital of delivery
- baby's name
- baby's date of birth
- vaginal or C-section
- complications
- anticipated release date
- phone number
- address (the address in Skyward may not be the address the student is staying to visit)
- copy of verification of birth facts

Once the student is contacted and informs the homebound teacher that they have delivered the teacher must complete the following steps:

I. Complete Pregnancy Related Services (PRS) & CEHI Record Page 1 & 2

II. Send PRS administrative personnel and liaison an email and attach the PRS & CEHI Record Page
    a. Be sure to include in the email the homebound start and end dates as well as back to school date

III. Notify the following individuals via email:
    a. **To** Field: Teachers
    b. **Cc** Field: Social worker, campus attendance clerk, assistant principal, counselor, nurse, & PRS administrative personnel

IV. Create a Folder and include the following documents:
    a. Student profile (from Skyward)
    b. Student schedule (from Skyward)
    c. PRS & CEHI Record Page 1
    d. CEHI Record Page 2
    e. CEHI (parent permission slip)
    f. Student/Teacher Acknowledgement of Services
    g. Homebound Teacher/Student Agreement
    h. Assignment log
    i. Appointment schedule
    j. MapQuest directions with students' name
    k. Any additional paperwork regarding the student

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NOTE: At the end of the year the Program Manager, Student Support Services will request the folder from the homebound teacher and the campus nurse and incorporate their paperwork to make the folder complete.

V.   Create an email folder with the student's name - this is important so that you can keep all correspondence regarding the student in one location

VI.   Create a word document to document what academic course work is instructed, assigned, or completed during the home visits

Notification of Homebound Services to School
It is extremely important to make sure to notify the appropriate personnel at the student's school of homebound services. The PRS homebound teacher must notify the following individuals via email: teachers, assistant principals, counselor, school nurse, attendance clerk, social worker and PRS attendance clerk. It is important for the PRS homebound teacher to keep documentation of assignment request.

Initial Email to PRS Administrative Personnel
Please see the attached documentation for homebound student Jane Smith. Her homebound dates are:
   Homebound dates: 02/24/2013-3/01/2013   BTS: 03/04/2013

Initial Request for Assignments:
   Teachers,
*Jane Smith has delivered a healthy baby boy, Aevyon 7lb 8ozs. Mother and baby are doing well. I will be serving Jane while on homebound. **She is scheduled to return on 3/04/2013**.*
*Please place her assignments, quizzes and tests in the **PRS Homebound Mailbox or via email by Thursday 2/7/14.**   I will only see Jane twice per week; therefore, it is very important that you send her work on time so that she has ample time to work on it.*
*If you could **shorten assignments** while still covering the curriculum it would be very much appreciated. Quizzes and tests will be given under test conditions unless you tell me otherwise (open notes etc.) Assignments sent home do not have to be the same as those given in class. You may **make any modifications you deem necessary.***
      Homebound dates   2/04/2013- 3/01/2013   BTS: 3/04/2013

NOTE: Email subject should be: **Homebound Student Request for Assignments.** Do not include the student's' initials or name due to confidentiality.

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2ⁿᵈ Request for Assignments
In some instances, you may be required to make a secondary request for assignments from one or more teachers. You should only direct the 2ⁿᵈ request for assignments to the specific teacher and their supervisor. Below is the standard 2ⁿᵈ request email which should be used:

Teachers,

It is very important to provide me with work for Jane, so that she will not fall behind in her academics. I will see Jane on Tuesdays and Thursdays, so please be sure to put any assignments with detailed directions in the **PRS Homebound mailbox** *on* **Mondays and Wednesdays**. *I will pick up the assignments no later than* **Tuesday and Thursday mornings around 9 am**. *As she completes the assignments, I will return them to your mailbox. If any assignments are electronic feel free to email me the assignments with instructions. I you have any questions; please feel free to contact me.*

Kudos to Mrs. Jackson and Mr. Jones for providing me with work for her!

NOTE: Email subject should be: **Homebound Student 2ⁿᵈ Request for Assignments. Do not include the student's initials or name due to confidentiality.

3ʳᵈ Request for Assignments
In some instances, you may be required to make a 3ʳᵈ request for assignments from one or more teachers. You should only direct the 3ʳᵈ request for assignments to the specific teacher and their supervisor. Below is the standard 3ʳᵈ request email which should be used:

Good morning -

As a reminder, Jane will be on homebound from **2/4-3/1/13**. *Please make sure to provided assignments for her to complete. As of today, I have not received assignments. I know that we all have very demanding schedules; however, I do not want Jane to fall behind in her academics. Jane has checked out her textbooks, so if you can provide me with the current chapters for which you are working on in class, I will have Jane read those chapters and complete the questions at the end. I will see Jane* **on Tuesday @ 9:00**, *so I will need the information back before then, so I can work on the assignments with her. Thank you for your time and attention in this matter.*

Make sure to communicate effectively and professionally with the teachers. In the event the above instances are unsuccessful, you may visit the teacher's classroom and request the assignments. Please keep in mind that the teachers are instructing their classes and you want to create a minimal distraction at the time of the visit. The homebound teacher should be communicating weekly with the student's teachers.

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<u>Final Request for Assignments</u>

During the last week of your homebound services, be sure to email the teachers to remind them that the student is returning, list all completed assignments, current assignments and request any final assignments.

Good afternoon -

Jane is scheduled to return to school on Monday March 4th, therefore, her last week of homebound services will be next week (2/25-3/1). Jane has been diligently working to complete all assignments assigned. Below is a list of assignments completed as well as remaining assignments:

Jackson- All assignments re complete including test and was placed in your mailbox

Jones-Working on Chapter 4 Lesson 4.9, even problems in guided and independent practices

Roberts- Working on completing study guide questions from Chapters XII-end

Smith-working on Chapter 17, completed chapter 16 and will be placed in your mailbox

Phillips-Completed Chapter 3 & 9 and will be placed in your mailbox

Williams-Working on Lesson 3 worksheets

*If there are any additional assignments which need to be completed by her return, please **email no later than Monday** or place in the **PRS hom**ebound services.*

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Pregnancy Related Services (PRS) & CEHI Record

PRS & CEHI Record Page 1

The purpose of completing the PRS & CEHI Record is document that the student will be receiving CEHI services. The CEHI services that can be provided are prenatal, postpartum or extended postpartum. For a student to receive prenatal or postpartum services a doctor's note is required. It is important to complete the PRS & CEHI Record Page 1 in its entirety. The PRS & CEHI Record Page 1 is the document which is used to record the student's absences in Skyward. If this form is not submitted, the student will not be coded in Skyward and will in turn continue to receive truancy calls to their home. The student will also accrue truancy, so please be sure to complete the PRS & CEHI Record as soon as you are provided with the delivery information.

PRS & CEHI Record Page 2

The PRS homebound teacher of record the student's attendance on the CEHI Page 2 at each visit in their own their handwriting. The student is expected to sign for attendance on the CEHI Page 2, to document that the homebound teacher was present. Please be sure to not type in dates and have student sign all information on the CEHI Page 2. This page should be in the original handwriting of the teacher and student. The PRS homebound teacher is responsible for submitting this form on a weekly basis to PRS administrative personnel. The form can be sent via fax, email, or interoffice mail. Once the student is exited from homebound services, the homebound teacher should make a copy for the folder and is required to send the **original CEHI Page 2** to PRS administrative personnel for filing purposes.

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PLACEMENTS IN DISCIPLINARY SETTINGS

School personnel may remove a student from his/her current placement to an appropriate Interim Alternative Educational Setting (IAES), or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to the student without disabilities). It should be noted that diagnosis/disability does not drive the programming decision, and the ARD Committee ultimately determines placement.

In Fort Bend ISD, an in-school suspension is typically considered part of a 10-day removal, unless documentation shows full implementation of services. If a student is already at 10 days out of placement, please contact the appropriate Program Manager for additional guidance.

District Alternative Education Programs – DAEP
Elementary DAEP is located at Hunters Glen Elementary, Secondary DAEP is located at Ferndell Henry Center for Learning.

All Special Education services to be provided for students at these locations will be determined by the ARD committee at the student's sending campus.

Procedures when Considering a DAEP Referral

In order to support campuses in making appropriate referrals to the DAEP, and to ensure the ARD process conducted with fidelity, the special education department has developed the following procedures:

- When the Campus Behavior Coordinator (CBC) receives a referral to the DAEP, he/she will initiate an on-campus investigation regarding the infraction towards the Student Code of Conduct.
- The CBC or designated campus personnel will then notify the appropriate Director of Special Education for the student's instructional programming.
- The CBC or designated campus personnel will notify the parent/guardian of the upcoming Discipline Conference, which will be held within three days.
- The Director of Special Education will review relevant information regarding the student disciplinary event and special education file. The Director of Special Education will then contact the campus to provide guidance as it relates to the student's disability, and ARD supports in place for the student, such as a Behavior Intervention Plan, needed staff support, and if IEP was appropriately implemented.
- Campus will consult with Student Affairs regarding the administrative disciplinary recommendation.
- A staffing should be held prior to the MDR ARD to review the recommendation from the evaluator regarding the outcome of the manifestation determination. The staffing should include the LSSP or Diagnostician, Campus Administrator rendering the discipline, and other

appropriate staff who will attend the ARD meeting. ***Note: the MDR should be conducted as a part of a brief (or annual) ARD meeting. The supplement in isolation is not sufficient.***

- o The Program Manager of student's current placement should be invited to the staffing and may participate by phone. If the Program Manager is unable to attend the staffing and/or ARD, the campus should proceed and consult as needed prior to the ARD. It is not a requirement that the Program Manager attend a MDR staffing and/or MDR ARD meeting.
- o The CCC from the DAEP must be invited to the staffing and MDR ARD meeting held at the home campus. The CCC is required to attend the staffing and the MDR ARD.
- If appropriate, the campus will then conduct the MDR ARD, following provisions of timely notice to parent/legal guardian. *An MDR ARD must be held prior to a recommendation for a student to attend the DAEP. The LSSP must be present for the MDR process for students with AU, ED, OHI and the Diagnostician may conduct the MDR for all other student*s.
- Pending the results, the campus will communicate the outcome of the ARD meeting to the Director of Special Education and Department of Student Affairs.

Juvenile Justice Alternative Education Program – JJAEP
The following process should be followed when considering the placement of a Special Education student at the JJAEP.

1. Contact the Director, Special Education, prior to holding the ARD meeting.
2. A copy of all ARD paperwork shall be given to the staff at JJAEP prior to student enrollment.
3. It is the sending campus' responsibility to collaborate with the teacher(s) at JJAEP to ensure implementation of the IEP and monitoring progress. The student's case manager from the FBISD home campus will continue to be responsible for monitoring the student.
4. If an annual ARD is due during placement at JJAEP, it is the responsibility of the home campus to collaborate with the teachers at JJAEP to update current goals and objectives. Any student data collected while at JJAEP shall be shared with the sending campus in order to create new goals and objectives for the coming year. The CCC/ARD Facilitator will coordinate the ARD meeting, and the case manager will be responsible for creating the goals and objectives.
5. It is the home campus' responsibility to send student state assessment information to the district testing coordinator and the district special education office upon enrollment at JJAEP. The home campus and the teacher(s) at JJAEP shall collaborate when making state assessment recommendations.   The CCC/Department Head/ARD Facilitator will communicate the information to the campus testing coordinator.

Procedures for Returning a Student Back to Home Campus from DAEP or JJAEP
Within five days before a student is to complete the required number of days at DAEP or JJAEP, a staffing and a Review ARD meeting will be held to transition the student back to his or her home campus. The following will occur:

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1. CCC at DAEP will contact ARD Facilitator to schedule the staffing and ARD at least 10-15 days prior to student completing time.
2. The CCC or ARD Facilitator from the home campus must be invited to the exit staffing and ARD meeting held at the DAEP. The CCC/ARD Facilitator is required to either attend the staffing or the ARD and may attend both.
3. The ARD will be held at the DAEP/JJAEP and the DAEP/JJAEP CCC will conduct the ARD with general education and special education teacher from DAEP/JJAEP present to report on progress. Special Education teacher at DAEP/JJAEP will update PLAAFP and IEP progress reports if the reporting period is in timeframe of DAEP/JJAEP placement.
 The DAEP Administrator will serve as the LEA for the ARD, a home campus representative should attend to assist with a successful transition back to the school. The ARD committee should review academic and behavioral progress to include the following considerations:
    - Need for counseling, additional behavior interventions or academic assistance, and if appropriate, assistance for obtaining mental health services.
    - Minutes of the meeting will state that the following:
    "Student's name is projected to return to home campus on list date pending successful days completed at DAEP/JJAEP."

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PLACEMENTS IN OUT-OF-DISTRICT/NON-PUBLIC DAY SCHOOL SETTINGS

Program Facts

Short Name / Acronym	OOD
Contact Information	Abigail Jacobson
Grade Level(s) Served	1st – 12th and ATS
Reporting of Grades	Report Card entered by Registrar
Class Assignment	Special Education
Homeroom Assignment	Case Manager from Zoned Campus
Teacher of Record Assignment	Special Education Teacher from the Out-of-District placement
IA / Setting Code	Based on last ARD Meeting held*
	(Avondale, Providence, River Oaks Academy, Shiloh (nonpublic) =60 ABS West = 87 or 97; Bayes, Avondale (residential), Shiloh (residential) = 50)
ADA Code *(determined by amount of services the student receives)*	ABS-West Full Day ABA = 1
	Avondale, Bayes, Providence, River Oaks Academy, Shiloh, Full Day ADA = 0
	The Program Manager, Out of District Services or his/her Administrative Assistant will contact the zoned-campus Attendance Clerk upon student's official enrollment date at the OOD placement to ensure appropriate ADA code has been changed.

*ARD Committee makes decision

Fort Bend ISD has the responsibility of providing each special education student a Free and Appropriate Public Education (FAPE). If the special education student cannot be serviced appropriately in the school district, then Out-of-District placements may be utilized. It should be noted that diagnosis/disability does not drive the programming decision, and the ARD Committee determines placement. When an ARD committee determines that the services of the student should be met in an Out-of-District placement, it is the responsibility of the ARD committee to ensure that the student's services: academic, behavioral, and functional can and will be met in the Out-of-District setting, approved by the Texas Education Agency. This assurance includes verifying that all special education and related services personnel are certified, endorsed, or licensed in the area or areas of assignment.

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Prior to Placement

The Program Manager for Out of District Services <u>must</u> be involved in staffings and ARD meetings for a student with a disability that is placed in an Out-of-District Placement unless other arrangements have been made with the Director of Special Education.

If an Out-of-District Placement is warranted, the campus personnel should call a staffing with the Program Manager for Out of District Settings to review the student's data, needs and considerations for an Out–of-District Placement. See *Procedures for Considering Placement in a Specialized District Program or an Out-of-District Placement at the beginning of this section if considering an Out-of-District placement for a student.*

Out of District Placement Requirements Prior to Staffing with Out of District Manager

If an out of district placement is warranted, the *Procedures for Considering Placement in a Specialized District Program or an Out-of-District Placement* procedures should be followed. Six weeks' worth of data that contain the following information should be utilized to help guide the ARD committee recommendation. This is not an exhaustive listing, but rather a guidance document to help ensure all lower-level interventions have been utilized before recommending a more restrictive setting.

- Fully self-contained schedule: Since the proposal is to consider placement in one of the most restrictive settings on the continuum, a fully self-contained placement on the campus should be considered prior to ODD recommendation.
- Current Full and Individual Evaluation (FIE)
- A Functional Behavior Assessment (FBA) completed within the last year: If new behaviors are present that are not identified on the current FBA, a new FBA should be conducted to address these new behaviors and reflected in the ARD document.
- A Behavior Intervention Plan (BIP) that has been revised and changed to show good-faith efforts to address the present behavior concerns. The BIP should target the behaviors identified on the FBA and if revisions are necessary, the BIP should be updated and reflected in the ARD document.
- A personal interest inventory completed with the student to identify positive consequences and incentives that the student will work towards/for that will correlate to the positive consequences listed on the BIP.
- Behavior and Social Skills goals: Have they been implemented consistently and appropriately along with the BIP? What is the rate of progress based on? Is there sufficient progress monitoring data?
- Counseling: Does the student have counseling; is counseling appropriate? If the student does have counseling as a related service, is the amount of time appropriate, or does he/she need more? Are the counseling goals on which the student is working appropriate, or do they need to be modified? If counseling is not present, has a counseling evaluation been completed, or should one be completed to make the determination?

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- In-Home and/or Parent Training: Are there critical or non-generalized skills lacking in the home environment, either with the student or parent, that would be beneficial? If the student does not currently have In-Home and/or Parent Training, should and evaluation be completed to make that determination?
- Autism or Behavior Consultant: Depending on the disability, has the district contracted consultant been utilized (contact appropriate program specialist) to make recommendations?
- District-Wide Behavior Paraprofessional and/or Variable Aide: If behavior is so pervasive that the school personnel have been unsuccessful with maintaining, changing or modifying it, has a Variable Aide or District-Wide paraprofessional been requested to provide additional support?
- Brief/Review ARDs: Revision/brief ARDs have been held to address the behaviors that are preventing the campus from providing a Free and Appropriate Education. The ARD committee, which includes the parent(s), should have met, on more than one occasion, to discuss changes and interventions. In the same way that an ARD meeting is called when a student is not meeting an academic goal to discuss additional supports, the same process should be implemented for students who are not being successful due to their behavior.
- Social Worker: Depending on the justification, the campus Social Worker may be an appropriate resource. The social worker can help address mental health, medication, clothing or other difficulties that the student/family may be experiencing that have become antecedents resulting in behaviors manifesting in the school setting.

At the second staffing with the OOD Program Manager, data collection should be presented which operationally defines each of the target behaviors that are preventing the campus from providing the student with FAPE. Along with the behaviors being operationally defined, an average of frequency and/or duration of each behavior, as well as a summary in the form of a timeline of all implemented interventions, and the student's response to these interventions, should be presented.

Regardless of the ODD Procedures, the placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 34 USC § 300.114 - 300.116 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).

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ARD Meeting

Non-Public Day Schools are one form of Out-of-District Placements. The legal responsibility for ensuring that appropriate educational services are provided to students remains with Fort Bend ISD. Fort Bend ISD has the following responsibilities when making nonpublic placements:

1. Must initiate and conduct a meeting of the student's ARD committee to develop an IEP for the student.
2. During the ARD process, it must be noted the services that Fort Bend ISD is unable to provide and that the Non-Public Day School will provide through the Out-of-District Supplement.
3. The ARD committee must establish, in writing, criteria and estimated timelines for the student's return to the LEA.
4. The appropriateness of the Non-Public Day School for each student placed shall be documented in the IEP.
5. Fort Bend ISD must make an initial and annual visit to the Non-Public Day School to verify that the day and/or residential Non-Public Day School can, and will, provide the services listed in the student's IEP. As part of this process, Fort Bend ISD will verify that all special education and related service personnel are certified, endorsed, or licensed in the area or areas of assignment. This verification process will take place at the beginning of each school year, prior to the placement of a student at the designated nonpublic, and again prior to each annual ARD meeting.

After the Placement

There are several Out-of-District facilities that Fort Bend ISD utilizes to provide services for students with disabilities. The following procedures are to be followed for the home campus staff if a student is attending an Out-of-District placement, please follow the procedures listed below for attendance and grades:

1. The Out-of-District Placement sends the student attendance to the Program Manager for Out of District Services or his/her Administrative Assistant on a weekly basis.
2. The Program Manager for Out of District Services sends the attendance to the student's zoned campus Attendance Clerk.
3. The Attendance Clerk enters the student's attendance. If a student is having attendance problems or failing to attend school, the Attendance Clerk should contact the Program Manager for Out of District Services at the MR Wood Center for Learning to address the issue.
4. Students in Out-of-District placements are required to attend school for the same number of days as Fort Bend ISD. The academic calendar may vary. For example, Avondale and ABS West sites follow the Houston Independent School District's school calendar.
5. If the campus Attendance Clerk/ADA has a question about counting absences due to a conflict with the Fort Bend ISD and the Houston Independent School District calendar, contact the Program Manager for Out of District Services.

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6. The Program Manager for Out of District Services will ensure that the Out of District facilities will provide written reports of IEP progress to both the LEA and the parents/guardians on the same timely basis as those provided to the parents in the district.
7. All Out-of-District facilities send the student's grades and IEP Goals & Objectives updates to the Program Manager for Out of District Services at the MR Wood Center for Learning, 138 Avenue F, Sugar Land, TX 77498.

The Program Manager for Out of District Services sends a copy of the student's grades to the home school's Registrar and a copy of the updated IEP Goals & Objectives to the CCC, DH, ARD Facilitator, and/or Campus Based Special Ed Teacher.

8. While a student is placed out of district, the Program Manager for Out of District Services is responsible for the case management for the students.

The CCC/DH/ARD Facilitator will be contacted by the Program Manager, Out of District Services to schedule a staffing and ARD meetings and ensure appropriate FIE timelines are completed. The home campus will remain responsible for scheduling the ARD as well as sending home all documentation regarding the ARD.

While a student is placed out of district, it is the home campus' responsibility to complete and facilitate all FIEs and ARDs. The campus assigned case manager will be responsible for collaborating with the out of district teachers to develop and write the Present Levels of Academic Achievement and Functioning Performance (PLAAFPs) as well as all goals and objectives, Autism Supplement, BIP, and all other components of the ARD paperwork process. The home campus CCC/ARD Facilitator/Evaluation Specialist will be responsible for prepping and facilitating the ARD, and the Out of District Manager may act as the Local Education Agency (LEA). The OOD facility will work with the home campus to submit all drafted, proposed IEP goals and objectives. The home campus staff members conducting the ARD may need to enter the ARD information into SuccessEd, if the facility does not utilize SuccessEd. Once the IEP meeting is convened and finalized, it is the responsibility of the Program Manager for Out of District Services to ensure that all staff members associated with the student, both in the Out-of-District facility and the student's zoned/home school, receives relevant portions of the student's IEPs and documents.

For students grades 9-12 served in Out of District placements, the home school counselor must participate in Annual ARD process to ensure the students credits are on track for graduation.

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PLACEMENTS IN PRIVATE SCHOOL SETTINGS

Program Facts

Program Manager	Noelia Castillo
Reporting of Grades	Individual Service Plan updates to their IEP Goals & Objectives are completed by the assigned Special Education service provider in Success Ed
Class Assignment	To be determined
Teacher of Record Assignment	None
IA / Setting Code	None
ADA Code *(determined by amount of services the student receives)*	ADA = 0

Program Description

The term "private school" is defined as private elementary or secondary school, including any pre-school, religious school, and institutional day or residential school that: 19 TAC 89.1096 (a)(1)

- Is a nonprofit entity: 19 TAC 89.1096(a)(1)(A)
  - o The term "nonprofit," as applied to an agency, organization, or institution, means that it is owned or operated by one or more corporations or associations whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity; and 34 CFR 77.1(c)
- Provides elementary or secondary education that incorporates an adopted curriculum designed to meet basic educational goals, including scope and sequence of courses, and formal review and documentation of children's progress: TAC 89.1096(a)(1)(B) The term "elementary school" means a nonprofit institutional day or residential school including a public elementary charter school, that provides elementary education, as determined under State law; and 34 CFR 300.130
  - o The term "secondary school" means a nonprofit institutional day or residential school, including a public secondary charter school that provides secondary education, as determined under State law, except that it does not include any education beyond grade 12. 34 CFR 300.36

In order to be considered a private school, a home school must provide elementary or secondary education that incorporates an adopted curriculum designed to meet basic educational goals, including scope and sequence of courses, and formal review and documentation of children's progress, but is not required to be a nonprofit entity TAC 89.1096(a)(2), TAC 89.1096(a)(1)(B) , and TEA Private School Guidance Fort Bend ISD must consult with parents and private schools and determine how much funding is available, who will be served and what services will be provided.

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2021-2022 Private School Services Plan
Based on the timely and meaningful consultation with private school representatives and parents of parentally placed private school children with disabilities, Fort Bend ISD will provide the following special education and related services to those eligible students in the private schools within the district boundaries: Speech Therapy, Deaf and Hard of Hearing Services

Program Goal
The goal of private/home school services is to identify students with disabilities and provide special education services within the Fort Bend ISD Private School Plan.

Program Supports
Licensed Specialists in School Psychology, Educational Diagnosticians, Speech-Language Pathologists, Special Education Specialists, Private School Staff and Parents all work together to support the private school/ home school services.

Program Structure
Private school services are provided according to the Fort Bend ISD Private School Plan and the student's Individual Services Plan (ISP).   Once the Private School Plan is determined, the District is responsible for implementing the Individual Service Plan at the Private School or at an alternative location agreed upon by the parent/guardian of the student.

Program Components / Critical Elements
Communication with Special Education Specialist for Private School
Communication with the Program Manager is very important. Private/home school services are tracked and reported by the Program Manager. As students are evaluated, admitted, and dismissed, the Program Manager should be updated.

Schedules
Direct services are provided at an agreed upon time at specified locations.

IEP Implementation
The Individual Service Plan (ISP) services are provided similar to an IEP. Service time, data collection, progress measurement is similar to IEP/Progress reports.

Documenting Student Progress
Direct services provided are documented on data sheets/lesson plans. Progress is reported on the appropriate ISP/IEP progress report in Success Ed twice yearly at the midpoint and end of year

Enrolling Private/Home School Students
Students receiving special education services in private or home school are coded as enrolled but not attending in Fort Bend ISD. The parent is required to complete the online enrollment packet and meet with the campus ADA Clerk or Registrar.

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Individual Service Plan (ISP) meeting

Private school/home school students are not required to have an annual ARD meeting. They have an annual Individual Service Plan (ISP) meeting. An invitation for the ISP should be completed and sent to the parent and private school. The private school teacher is invited, but not required, to attend the meeting. The ISP is held at the home campus or the MR Wood Center for Learning. The home campus provides the required members of the ISP meeting. During the meeting, the CCC/ARD Facilitator or SLP should:

1. Complete the Individual Service Plan (ISP).
2. Write a summary on an Additional Deliberations page.
3. Have parent complete an enrollment packet.
4. Send a copy of the ISP to the Program Manager.

After Individual Service Plan Meeting

After the student is entered into Success Ed as a private school student, reports can be generated to track timelines for re-evaluations and annual ISP meetings. This paperwork will also be used to initiate the services that are to be provided to the student. Please do not delay in submitting this paperwork.

Child Find Procedures for Private Schools

Students who attend private schools located within Fort Bend ISD are eligible for referral, evaluation and determination of eligibility for special education regardless of the child's district of residence. In Texas, home schools are considered private schools.

For the Referral and Evaluation processes related to a student attending Private School, please see Section I. The ARD/IEP meeting will be held within 30 days of completed Full Individual Evaluation.

Procedures for Conducting ARDs for Students Attending Private Schools within Fort Bend ISD

1. Schedule the ARD meeting. Send the ARD notice to the parent and Private School teacher.
2. Hold the initial placement ARD at the student's home campus. If ARD committee determines student does not qualify, then complete as a Brief ARD.
3. If the student qualifies for special education services and the parent wants to receive services beyond the scope of the proposed Private School Plan, the parent must enroll their child in the public school.

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PRESCHOOL PROGRAMS FOR CHILDREN WITH DISABILITIES now referred to as Early Childhood Special Education

Program Facts

Short Name / Acronym	PPCD (ECSE)
Program Manager	Tanya Aggison
Program Specialist	Vacant
Grade Level(s) Served	EE, PK, K
Reporting of Grades	IEP Goals & Objectives Updates only
Campuses:	ECSE Program Sites (Half Day E2/E3 and Full Day E4/PK)
	AFE, BJE, BPE, CBE, HE, HGE, HRE, JPE, LGE, LLE, MGE, MWE, PGE, SME, TWE, WBE, WSE
	ECSE Language Lab: ASE
	ECSE FLaSH - School Health Services Available at JPE, CBE, LGE

Program Description

Early Childhood Special Education include a range of services available for children who are ages 3-5 and who qualify for special education services. The ECSE services focus on a developmentally appropriate curriculum in meeting the Individualized Education Plan (IEP) for each student.

Program Goal

The goal of the ECSE program is to provide early special education intervention to students focusing on developing cognitive, social-emotional, language, communication, and physical skills so that children may be educated in the most inclusive setting possible to learn skills that they can utilize as they transition through school and into adulthood.

All classes follow the Prekindergarten Curriculum Guidelines with a developmentally appropriate curricular approach focusing on the following components: a structured daily routine; active learning; positive interaction strategies; center-based instruction; large and small group activities and on-going monitoring of skills acquired.

Program Supports

Special education teachers, general education teachers, paraprofessionals, campus administrators, the Program Specialist and Program Manager, district-level related service personnel, Licensed Specialists in School Psychology, Speech Language Pathologists, and parents all work together to support the ECSE program.

V – Instructional Service Delivery Models

Program Structure

Fort Bend ISD offers a continuum of services for students ages 3-5 who require special education services. The following programs and services are listed below and are determined by the ARD committee.

Traditional ECSE

ECSE services typically occur in a self-contained classroom staffed with a teacher and a paraprofessional. Opportunities for inclusion in Pre-K classrooms are available for students based on the student's IEP. Each ECSE teacher evaluates students to assist the ARD committee to determine the appropriate setting. ECSE programs for E2/E3 grade levels are typically half day. E4/PK grade levels are typically full day. Please note, the service delivery time is based upon the ARD committee recommendation.

ECSE/PK Inclusion

Opportunities for inclusion in the Pre-Kindergarten classroom are available based on the student's IEP. The general education teacher, ECSE teacher and paraprofessional(s) collaborate to ensure that special education students successfully meet the requirements of the general education curriculum. The children in these classes are provided with the PreK curriculum and are expected to make meaningful progress in this setting. Documentation will be reviewed to determine PK enrollment eligibility. PK eligibility does not drive the programming decision. The time spent in the Pre-K classroom is determined based on the student's IEP.

ECSE Flash

The Functional Living and School Health services (FLaSH) ECSE session generally serves students with significant physical and/or cognitive disabilities. The students may not be independently mobile and often require full assistance to care for their daily needs. The focus of instruction is visual and auditory stimulation, motor skills development, assistive technology, interaction with others and, if possible, communication skills. Often these students are medically fragile, and they may require custodial care. It should be noted that diagnosis/disability does not drive the programming decision, and the ARD/IEP Committee ultimately determines placement.

Language Lab

The Language Lab is designed to foster language development in otherwise typically developing 3 - 4-year-old children who have receptive and expressive language impairments as their only concern. The goal for children coming out of language lab is that their language skills increase to the extent that they can enter general education pre-kindergarten (must meet eligibility requirements) and be successful. It is expected that after language lab children will be able to communicate to get their needs met, participate in classroom activities, and interact for social purposes with their peers. It is expected that they will be able to follow classroom directions. These students may still require speech services upon exiting the Language Lab program.

V – Instructional Service Delivery Models

ECSE Level Up (Transition to Kindergarten) Meetings

ECSE teachers are expected to attend Level Up Meetings for students transitioning to kindergarten. Language Lab teachers are expected to attend Level Up Meetings for 4-year-old students. A Level Up Meeting is a meeting to review students' IEP and progress in the ECSE Program. All data collected from the student profile will be summarized and analyzed. Observations will be conducted as needed. Meeting dates will be established and published at the beginning of the school year. The *Level Up Profile* form (see Appendix) should be completed for each applicable student.

The ECSE Level Up Meeting will consist of the following members:

1. Principal/Assistant Principal
2. Campus Compliance Coordinator
3. Special Education PPCD Teacher
4. Receiving Campus Representative
5. Campus Based Evaluation Staff member/LSSP – if applicable

Addressing LRE

There is a continuum of special education services available to 3-5-year-old children with disabilities. Services are available for 4-year-old students who attend ECSE classes and who are able to participate in the general education prekindergarten curriculum, in some areas. Some students spend their entire day in the general education classroom with a special education teacher providing indirect/consultative support services or direct inclusion support.

When children are evaluated by ECI, the placement recommendations are reviewed by the Special Education Program Manager, ECSE. The appropriate campus receives a notice of a potential placement. The role of the Initial Evaluators and the Program Manager, ECSE is to review the child's needs, see where the needs can be met, and propose a program closest to the child's home. The home campus then holds an initial ARD meeting, reviews the recommendations, and the committee determines the appropriate services the child will receive.

The placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 34 USC § 300.114 - 300.116, 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).

Procedures for Considering Pre-K Placement

General education opportunities are always the first option when considering placements for preschool children with disabilities. Prekindergarten is available for 4-year-old children who meet the Pre-K eligibility guidelines and based on the student's individual needs. Decisions for placement are made based on data that is gathered through initial evaluations and data collected in the classroom once the child receives services that help identify the needs and supports.

V – Instructional Service Delivery Models

Program Components / Critical Elements

The ECSE Program Components/Critical Elements are designed to guide the special education teacher in understanding expectations for teaching in a ECSE classroom.

Classroom Environment and Arrangement

The environment includes the use and organization of space, the structure provided during the day, and the plans teachers develop. When the teacher utilizes the environment to the maximum extent, children can make choices, use materials, and take responsibility for maintaining the classroom.

Physical Arrangement

The physical arrangement of the ECSE classroom may include (based on student need) the following interest areas: blocks, dramatic play, art, library, music and movement areas, and computer centers. Classes include a small/large group teaching area and a circle time area. The ECSE classroom is organized free of clutter to maximize accessibility for all students.

Schedules

Teachers are expected to use a visual schedule system for their classrooms. There should be multiple types of schedules in use. These schedules reflect the overall class schedule, the child's specific schedule for daily routines, and specific task breakdown schedules.

Teacher / Paraprofessional Communication

The ECSE teacher is responsible for collaboration with paraprofessionals and other staff members working with ECSE students in alternative settings (i.e., cafeteria, library, general education). The ECSE teacher communicates with all staff working with students in the ECSE program regularly to ensure they have knowledge of:

- providing instructional, self-care, and behavioral assistance to students with disabilities
- monitoring, implementing, and reporting progress on a Behavior Intervention Plan
- providing basic practices of positive behavior support
- identifying developmental expectations
- collecting data for progress monitoring

The paraprofessionals support the teachers' decisions by following verbal and written directives given by the teacher. The paraprofessionals also assist with a variety of tasks to support the IEP such as making materials and schedules, and tending to student's personal care such as feeding, dressing, and toileting.

The Speech-Language Pathologist provides speech therapy for the students who have this service in their IEP. Speech can occur in the classroom or in a pull-out setting. Related service personnel provide services for the students as outlined in the IEP.

V – Instructional Service Delivery Models

Classroom Management

Classroom management is based on the special education behavior model, which aligns with the Texas Behavior Support Initiative and CHAMPS which emphasize:

- systemic and individualized strategies based on an extensive body of research-based practices
- prevention based approach for all students
- teaching academic, social and behavioral expectations
- culturally appropriate practices
- a positive approach to changing behavior
- an orderly, structured classroom environment

IEP Implementation

Student assessment, present levels of performance, goals, and instruction are all linked. Teachers are expected to implement each child's IEP and be able to discuss the unique needs of the child with staff, parents, and supervisors.

Texas does not require a prekindergarten curriculum for children in a preschool program for children with disabilities. The Texas Education Agency requires that the Prekindergarten Curriculum Guidelines {aligned to the Texas Essential Knowledge and Skills (TEKS)} be used for all preschool children. The purpose of the Prekindergarten Curriculum Guidelines document is to help educators make informed decisions about curriculum content for prekindergarten children. The Preschool Kindergarten Curriculum Guidelines can be accessed at: https://tea.texas.gov/pkg.aspx

The Prekindergarten Curriculum Guidelines combined with the child's IEP and the district approved curriculum form the basis of the curriculum activities and instruction for the ECSE student. The same learning standards as expected for other preschool children without disabilities provide the foundation of the curriculum for the ECSE children. Knowing what is expected of typically developing preschoolers in Texas is a good starting point for developing a child's IEP.

Curriculum Assessment Expectations

Special education program staff will utilize the Brigance Early Childhood Inventory and components of the district approved curriculum assessment to develop appropriate goals and objectives that meet the student's current functioning level. The assessment will need to be conducted prior to each annual ARD meeting.   The Brigance protocol must be included in the teacher folder as the student changes schools or programs in order to track progress across the student's educational career.

V – Instructional Service Delivery Models

Documenting Student Progress

Teachers must collect data on each IEP goal and objective using the data sheets. It is expected that for each goal that is currently being targeted (according to IEP expectations), data will be collected twice per week. Documentation of services is submitted via Onward. Additional information regarding Onward can be found in Section 8 of the Administrative Procedures.

Early Childhood Outcomes

Federal law requires all districts to report Early Childhood Outcomes when children who are 3-5 years old begin or stop receiving early childhood special education services. Assessment must be conducted, and results recorded on the Child Outcomes Summary Form (COSF) in Success Ed after a student aged 3, 4, or 5 has been found eligible and placed in Special Education. Assessment must also be conducted, and results recorded on the COSF after a student aged 3, 4, or 5 has transferred into Special Education from another district.

Exit data is collected by the teacher of record and reported for students with entry data who have been in the PPCD/ECSE program for at least 6 months. Assessments must be conducted, and the results recorded on the COSF no earlier than 30 school days before a student aged 3, 4, or 5 has:

- left the district (school district personnel have prior knowledge of the withdrawal)
- been dismissed from special education by the ARD committee

Exit data is also completed when a 5-year-old turns 6 during the school year and the ARD committee has determined the student will continue receiving special education services in the PPCD/ECSE program. The exit assessment must be conducted, and the results recorded on the COSF no earlier than 30 school days before the student exits the program, which may be at the end of the school year. Students exit PPCD at the end of their kindergarten year.

Teachers are given deadlines and reminders for due dates throughout the school year but contact the Program Manager if you have questions.

V – Instructional Service Delivery Models

Staff Development Expectations

ECSE Teachers are expected to attend program specific district-wide staff developments, meetings and trainings. Schedules will be provided at the start of the school year. Each will provide an opportunity for teachers to receive staff development regarding best practices in working with young children. Meetings will also provide ample time for questions, answers and sharing. If an ECSE teacher is unable to attend a required meeting, he or she will be responsible for contacting the ECSE Manager and/or Specialist prior to the meeting. The teacher will be responsible for obtaining and implementing the information discussed.   All teachers and paraprofessionals must maintain current CPI certification. The district provides CPI training regularly and staff members can register in eLearning.

Job Alike

ECSE teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and staff development regarding best practices for working with students receiving ECSE support as well as program updates, ESY, and district procedures and guidelines.

Campus Administrator Expectations

Campus administrators providing oversight and supervision of the teachers in the ECSE program should have access to and understand how to utilize the ECSE Critical Elements Checklist. (See Appendix). Utilizing the Critical Elements Checklist will enable the administrator on the campus to understand the ECSE program expectations. Campus administrators should have open communication with the ECSE Program Manager and ECSE Program Specialist to ensure that common goals for the students in the ECSE program are met. In addition, the supervising administrator on campus must maintain his/her CPI certification by taking a CPI course each year.

Critical Elements Observation Form

See Appendix for Critical Elements Checklist for ECSE program.

V – Instructional Service Delivery Models

RESOURCE

Program Facts

Program Managers	Amy Carney-Elementary Yuvonne Fields-Middle Vacancy, High
Program Specialists Elementary	Dawn Clem, Courtney Hardy, Dawni Kitchen, and Michele Miller
Program Specialists Middle	Shavonta Crawford and Brian Tolston
Program Specialists High	Paul Wilborn and Joyce Arthur
Grade Level(s) Served	K - 12th
Reporting of Grades	Progress Reports and Report Card
IA / Setting Code	Based on the last ARD meeting held
ADA Code *(determined by amount of services the student receives)*	Full Day (At least 4 hours each school day) ADA = 1 Half Day (At least 2 hours but fewer than 4 each school day) ADA = 2
School Location(s) **ARD Committee makes final decision*	All Fort Bend ISD Campuses

Program Description

The Resource Program is designed to provide direct instruction for students who receive special education services who have been identified as being multiple grade levels below their enrolled grade level and require specially designed instruction which includes extensive modifications and, accommodations that could not adequately be provided in the general education classroom. Special education teachers design, implement, monitor instruction, provide intensive supports, and initial instruction to students in the special education setting.

Program Goal

The goal of the Resource Program is to provide students who receive special education services with the necessary academic tools, specially designed instruction, and interventions that will promote meaningful access to grade level curriculum. The Resource program utilizes vertically aligned TEKS and IEP goals to target critical academic weaknesses that must be addressed if the student is to make substantive progress in mastery of key curriculum concepts.

Program Supports

Resource is supported by special education teachers, special education paraprofessionals, campus administrators, district-level special education program specialists and managers.

V – Instructional Service Delivery Models

Program Structure

<u>Elementary</u>

The Resource program structure can vary depending on the needs of the students. Resource time should be aligned to content instruction.   For example, students may receive ELA and/or Math in the general education setting with appropriate accommodations and then receive resource time during an additional period of time within the school day. In these cases, the student will continue to receive new, direct instruction in the general education classroom with support. The pull-out time for resource is used to provide intensive, research-based instruction addressing the student's deficit areas and may occur daily, every other day, or a specified number of minutes per week depending on the student's needs. Various grades and subjects may be in class at the same time. Stations and differentiation are expected.

<u>Secondary</u>

Secondary students receiving services in the Resource setting are provided content-specific instruction for an entire class period. Instruction is guided by the same grade level curriculum scope and sequence that is implemented in the general education setting.   However, instructional content and delivery may be modified to meet the unique learning needs of the students in the Resource setting. Additionally, the expectation is that Resource teachers will provide students with regularly scheduled, targeted, intensive intervention to address specific academic skill deficits.

Addressing Program LRE

The students who receive special education services who are served in the Resource Program will be included in the General Education setting to the maximum extent appropriate as determined by the Admission, Review, and Dismissal (ARD) committee.

Procedures for Considering Placement

A student must be eligible for special education services to receive support from Resource services. Before recommending Resource Services:

- Consider providing the students who receive special education services with support in the general education classroom through accommodations and modifications per their Individualized Education Plan (IEP).
- Determine if the appropriate accommodations/modifications have been implemented and documented with fidelity.
- Consider in-class supports and/or co-teach support prior to moving to the resource setting.
- The student must have modified goals and objectives that outline the critical areas(s) of need and specially designed instruction that require him/her to be removed from the general education classroom.

V – Instructional Service Delivery Models

Program Components / Critical Elements
The Resource Critical Elements Checklist is designed to outline teaching expectations for the special education teacher assigned to provide Resource support.   Resource teachers should review the critical elements checklist. [Refer to appendix]

Classroom Arrangement
The physical classroom arrangement of the Resource Room should maximize teacher instruction, promote student learning, support student environmental needs, and minimize distractions.

Student considerations:
1. The age of the students.
2. The number of students in the classroom at any given time.
3. The types of activities in which the students will participate.
4. Special needs of any student. For example, room for movement, space for specialized equipment, visual boundaries, etc.

Suggested classroom design:

1. Utilize various work areas such as tables, desks, and carrels.
2. Label materials and stations to be accessed by students, as appropriate, with detailed procedural checklists for each area (pictorial and/or printed text, as appropriate)
3. Keep high traffic areas clear.
4. Teacher should be able to see all students from every area in the classroom.
5. Visibly post classroom rules, expectations, and schedule, (as appropriate) for all students to see. (pictorial and/or printed text-, as appropriate)

Special Education Teacher / Paraprofessional Communication
Elementary
The Resource teacher is responsible for collaboration and communication with paraprofessionals working with students in the resource setting. This communication should be frequent and ongoing.   Among other activities, collaboration could include outlining of classroom activities, preparing the classroom schedule, planning for specific student academic and behavior needs, implementing instructional and behavioral interventions, and data collection. The Resource teacher should regularly schedule classroom meetings with paraprofessional staff to communicate relevant information and address any classroom or student concerns. The special education teacher and/or department head/team leader should develop the paraprofessional schedule at the start of the school year and update as student needs develop during the school year. Communication to the parents should come from the teacher, not the paraprofessional; all communication should be documented in SuccessEd accordingly

Secondary

V – Instructional Service Delivery Models

Paraprofessional support is typically not assigned to Secondary Resource classrooms. However, expectations similar to those held in the elementary setting would be in place. The Resource teacher should clearly outline classroom expectations related to paraprofessional responsibilities, while encouraging open communication and collaboration to effectively implement the goals of the Resource classroom.

Classroom Management

Classroom Management in Resource is the responsibility of the Resource Teacher. The Resource teacher should implement the current district-wide classroom management model, or an approved campus-based model, when developing classroom management goals and expectations. . Resource classroom expectations (e.g., rules, routines, procedures, and behavior expectations) should be modeled by special education staff.   Students who are in Resource should be taught the rules and procedures for the Resource classroom, along with the consequences and rewards for behavior. The rules and procedures should be visibly posted in the classroom for all students to see. In addition, Resource teachers should consistently implement supports and systems outlined in behavior intervention plans (BIPs) for those students with behavioral challenges.

Instruction

The special education classroom teacher is the instructional leader for the Resource class. Instruction in the Resource Program is specially designed, individualized, differentiated, and student-centered, based on student IEP goals and objectives and should be appropriately rigorous for each student to encourage sufficient growth. Each student's IEP should be addressed, and substantive documentation of progress monitoring should occur.

COSF

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes for children who are receiving special education services and are ages 3-5 years old as of September 1st (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The student is considered part of early childhood until the student turns six years of age or is dismissed from the special education services. The service provider/special education teacher is required to complete an entry Child Outcome Summary Form (COSF) when the child begins receiving special education services, or when a child transfers into the district with special education services and is between the ages of 3-5. The service provider/special education teacher is required to complete exit Child Outcome Summary Form (COSF) when the child exits early childhood special education services. The exit would be completed during the spring semester of the same school year the child turns six years of age, or upon dismissal of receiving special education services. The entry and exit COSF forms are monitored for completion by the Resource/ICS Program Manager and submitted for document review to the Program Specialist of Compliance, Lead Speech Path, or Program Manager of Early Childhood Special Education.

V – Instructional Service Delivery Models

Training on the COSF process is offered during the year. The COSF is completed collaboratively with parents, SLP, and other service providers. Monthly COSF deadlines and reminders will be sent out by the Program Specialist of Compliance to the Campus Compliance Coordinator. The Campus Compliance Coordinator is responsible for providing monthly campus e-mails to the special education teachers, SLPs, and other service providers on their campus. The COSF form is located in Success Ed.

Curriculum

The Fort Bend ISD curriculum, aligned to state standards outlined within the Texas Essential Knowledge and Skills framework, guides instruction within the Resource program. . The student in the Resource program should have access to the full range of their grade-level curriculum. Instructional accommodations and modifications should be implemented as outlined by each student's Admission, Review and Dismissal committee.

Documenting Student Progress

The Resource Teacher should utilize the Progress Reports feature in Success Ed to document student progress on IEP goals and objectives.   Documentation of accommodations and additional services is submitted via Onward. Additional information regarding Onward can be found in Section 8 of the Administrative Procedures. The Resource Teacher should also collect work samples (district learning assessments, classwork, homework, projects, writing samples, etc.) from each Resource student.

ELEMENTARY TEACHERS: If a student has instruction in both general education and resource for a specific subject, both general education and special education teacher will maintain the grades.

Staff Expectations

Staff Development expectations for Resource Teachers are:

1. Attend Job-Alike meetings regularly (dates and times will be given by the Special Education Specialist assigned to the campus at the beginning of the school year)
2. Attend campus grade-level content meetings.
3. Attend district-level curriculum and related trainings.
4.

Campus Role

A campus special education teacher (case manager) will be assigned to monitor the progress and coordinate ARD paperwork for each student that receives special education services. Case managers should collaborate with Resource teachers to ensure that students are making progress in the Resource setting.

V – Instructional Service Delivery Models

After an annual or review ARD, it is the case manager's responsibility to distribute review the student's updated IEP to all teachers/providers who provide support/services to the student and discuss relevant updates to the student's educational programming.   .

Campus Administrator Expectations

1. Provide oversight and supervision of teachers in the Resource Program
2. Have a working relationship with the Resource/Inclusive Services Program Specialist and Program Manager assigned to their campus
3. Understand, have access to, and utilize the Resource Critical Elements Checklist

Critical Elements Observation Form
See Appendix for Critical Elements Checklist for Resource program.

V – Instructional Service Delivery Models

STRUCTURED THERAPEUTIC EDUCATIONAL PROGRAM

Program Facts

Short Name / Acronym	STEP
Program Supervisor	Dominion Southall
Program Support Staff	Shandra Phillips-Executive Assistant
	Candice Charles-Board Certified Behavior Analyst (BCBA)
	Frantina Benson- Licensed Social Worker
Grade Level(s) Served	K -12
Reporting of Grades	Report Card + IEP Goals & Objectives Updates in Success Ed
Class Assignment	General Education or Special Education
Homeroom Assignment	General Education or Special Education Teacher
Teacher of Record Assignment	Based on Class Assignment
IA / Setting Code	Based on last ARD Meeting held*
ADA Code	Full Day (At least 4 hours each school day) ADA = 1
(determined by amount of services the student receives)	Half Day (At least 2 hours but fewer than 4 each school day) ADA = 2
Program Location	Fort Bend ISD Education Complex
	1555 Independence Blvd.
	Missouri City, TX 77489

*ARD Committee makes final decision

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STEP Program Description

STEP (Structured Therapeutic Education Program) is a full day self-contained centralized behavior program in Fort Bend ISD that provides a structured therapeutic environment while supporting students in academics, social emotional and behavior interventions. We provide in-depth, intensive and individualized instruction in the area of academics, behavior, social and emotional development in an academic setting.

The STEP program incorporates daily social skills classes and integrates social skills instruction throughout the school day. STEP staff are required to complete a 40-hour behavior training, a 2-day behavior training and are trained on restorative practices and conscious discipline techniques. The STEP team approaches/ teaches behavior in the same manner we approach/teach academics. STEP students receive direct and indirect support for the STEP BCBA and social worker. We incorporate positive behavior supports with teaching students' replacement behaviors and self-regulation.

STEP is designed to serve special education students, who have not been successful in a specialized support service classroom, students transitioning back to the district from and out of district placement and elementary general education students that have been referred for testing that need additional behavioral support during the evaluation period.

STEP students have been identified as having severe ongoing problematic behaviors that impede their ability to be successful in their current self-contained setting. These behaviors can be, but are not limited to, severe physical and verbal aggression, elopement, self-injurious behaviors and extreme, disruptive noncompliance.

STEP classrooms support students:

A. Who require social and/or behavioral support from specially trained staff members in order to facilitate the demonstration of appropriate behaviors in the school setting.
B. With behaviors that are driven by an emotional imbalance and/or have functional communication or cognitive needs.
C. May have a range of academic skills; however, their behavior affects their ability to experience success in a less restricted environment.
D. Have a cognitive and/or developmental delay that requires a curriculum focusing on (1) academic instruction based on prerequisite skills that are aligned to grade level TEKS, (2) communication/social skills, (3) independent living skills, and (4) vocational instruction at the secondary level.
E. Are in the process of testing for special education services for support with behavior or supports with behavior and a suspected cognitive/ developmental delay.

It should be noted that diagnosis/disability does not drive the programming decision, and the ARD committee ultimately determines placement.

V – Instructional Service Delivery Models

Program Mission/ Vision

The mission of STEP is to provide a structured therapeutic environment for students with a history of externalizing and internalizing behaviors, which have significantly impacted their educational and functional progress. The framework of student success centers around individualized learning intentions and success criteria that provide access to general education curriculum which is accommodated, modified, or based on pre-requisite skills with learning experiences developed to meet the student at the identified academic level and demonstrate proficiency in each skill. These learning experiences are aligned to the District's curriculum, incorporating social skills instruction, as well as emotional and behavioral regulation skills. STEP fosters a community of safety and respect and work in tandem with the home campus and parents.

The vision is to support students in the areas of academics, social-emotional, and mental health by providing comprehensive academic, social-emotional, and intensive behavioral interventions. STEP is based on relationship-building, high expectations with clear limit setting, and encompassing positive supports to provide for the needs of the whole child.

Program Goal

The goal of the Structured Therapeutic Education Program is to provide students with the opportunity within their home district of Fort Bend ISD to gain the skills necessary to successfully transition to a less restrictive educational environment.

Program Objectives

A. To provide a highly structured environment that provides intensive behavioral support and services in a well- controlled classroom setting managed by behaviorally trained staff.

B. To teach student self-regulation skill in order to reduce inappropriate behaviors and increase appropriate academic communication and social behaviors.

C. To provide individualized behavioral supports and interventions based on the results of Functional Behavioral Assessments (FBA) in order to decrease problematic behaviors and to teach functionally equivalent pro-social replacement behaviors.

D. To reduce the frequency, intensity, and duration of challenging behaviors and manage co-occurring mental health issues of students.

E. To provide regular and on-going systematic measures and documentation of progress and educational outcomes.

F. To provide classes for opportunities for students that will facilitate the learning of the necessary skills and behaviors for successful transition into adult life.

G. To provide staff that has knowledge, training and experience of a continuum of best practices, research-based teaching approaches and strategies to ensure that each student is provided an intervention program that best meets his/her needs and the needs of the family.

V – Instructional Service Delivery Models

Program Supports

The STEP program is supported by Special Education Teachers, General Education Teachers, Paraprofessionals, Campus Administrators, Program Managers, Program Specialists, Adapted Physical Education Teachers, Speech Language Pathologists (SLPs), Licensed Specialists in School Psychology (LSSPs), Board Certified Behavior Analysts (BCBAs), related services staff, and parents.

Addressing LRE

STEP is a fully self-contained therapeutic program where behavioral and academic supports are provided for each student based on individual strengths, deficits, and needs.   To ensure students are educated based on their individual needs and in consideration of least restrictive environment (LRE), disability categories do not automatically warrant STEP services. It is important to consider whether the student's academic and behavioral needs can be met in a lesser restrictive setting.

Procedures for Considering Placement

Refer to "Specialized District Program or Out of District Placement Procedures" above in Section 5.

Program Components / Critical Elements

The STEP Program Components and Critical Elements are designed to guide Teachers in understanding expectations for teaching at STEP.

Classroom Learning Environment

The STEP classroom arrangement encompasses the way in which the teacher physically structures the classroom, sets up student schedules, sets expectations, and monitors the safety of the classroom environment.

1. The classroom should be clean and organized.
2. Furniture is arranged to clearly define classroom areas and areas are modified to include a calming area (to be used when necessary).
3. Students are actively engaged in meaningful learning activities from beginning to end of each class period. Unstructured time is minimal to non-existent.
4. Flexible Instructional Arrangements – Physical room arrangement and schedules provide opportunities for small group, one to one, and independent work. Whole group instruction is kept to short periods of time. When appropriate classroom areas are modified for sensory concerns (i.e., auditory and visual when necessary).
5. Time is allotted in the daily schedule/rotations for independent work.

6. A classroom schedule is posted reflecting the core content areas; individual student schedules reflect daily, flexible instructional arrangements and students are taught to use schedules in order to promote student independence.

Classroom Management

1. Classroom behavioral expectations are taught, reviewed, practiced and known by every student. This will require direct instruction initially to establish understanding of the expectations/rules and what they should look like in the classroom. Additionally, the expectations/rules should be referenced when specific rules are followed or violated and should be tied to any reinforcement system that is being used.
2. STEP staff establish positive relationships with all students in the class. Relationship building is an important component of effective behavior management, increasing students' motivation in a variety of areas (e.g., academic performance, self-management, and behavior). To do so, this requires all STEP staff to reach out to each student to get to know and learn more about him/her.
3. Positive greetings are provided at the door when the student arrives in order to establish a positive climate and pre-correct any concerns before they escalate.
4. Transitions within the classroom are taught and managed by staff.
5. Independent seatwork is limited to activities that require it (e.g., quizzes, worksheets)
6. Competent communication with all students is observed (reprimands/corrective statements are delivered in a non-threatening way).
7. Teaching, modeling and reinforcing desired pro-social classroom skills take place on a daily basis (e.g., following directions the first time, actively listening, waiting patiently, sharing with others).
8. Teacher mobility and proximity control is used (teacher does not stand in one spot but keeps students alert by tracking the teacher and teacher uses proximity control as a method to redirect problem behavior).
9. A reinforcement system to increase desirable behavior is in place and implemented consistently. Students are taught and understand they system (e.g., how incentives are earned and how often they are provided). Although self-regulation is the ultimate goal, some students will require extrinsic rewards. They system should be visually accessible to the students in the classroom, referred to routinely.
10. Goal setting and performance feedback is routine and is given at the end of each subject before transitioning to the next.
11. A daily schedule listing classroom activities for the day is posted and clearly visible by all students.
12. Staff maintains positive interactions with peers, avoiding emotional reactions when problem behaviors occur.

13. Students are provided numerous opportunities to respond to teacher questions and comments during instruction (e.g., choral responding, random asking of students), and are encouraged to interact with classmates regarding the content of activities (pair-share).

Behavior Management

In addition to the classroom management system, STEP provides individualized behavior management systems utilized for each student. Teachers and paraprofessionals apply effective principles of Crisis Prevention Intervention (CPI) for students who demonstrate aggressive behaviors and may require verbal de-escalation and/or physical restraint.

1. Visuals regarding classroom rules and expectations are posted in the classroom where they are visible to the students. Rules are explicitly taught in a way that the students understand. All classroom staff members are responsible for teaching and enforcing the rules and procedures to the students.
2. Behavior management is consistent across classroom staff members.
3. An individualized behavior management system for each student is in place, based on the BIP, as determined by the student's ARD committee.
5. Behavior is managed and modified through direct teaching of desired behavior.
6. Positive reinforcement systems are in place and individualized to student needs. Consequences for behavior are clearly identified and developmentally appropriate.
7. Research-based interventions are used/observed.
8. The prompting sequence/hierarchy is used.
9. Data is collected a minimum of two times per week and data is analyzed to determine if interventions are working.

Establishing Reinforcement Systems

Reinforcement describes a relationship between learner behavior and a consequence that follows the   behavior. This relationship is considered reinforcement if the consequence increases the behavior's occurrence in the future. The goal of reinforcement is to help students learn new skills and maintain their use over time in a variety of settings with many different individuals. When using reinforcement, it is essential for students to understand what behavior(s) is required to earn the reinforcer. The classroom expectations and respect agreements are posted in each STEP classroom are one way of clearly defining which behaviors will be reinforced. For some students, additional behaviors that are more applicable to them must be identified for reinforcement.

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Reinforcement takes two primary forms:

1. Positive Reinforcement: Something preferred/desired is provided following a behavior (i.e., access to computer, snack, cell phone privilege, token in token system). This is the most commonly used form of reinforcement when trying to teach and maintain new skills.

2. Negative Reinforcement: Something aversive/disliked is removed following a behavior (i.e., part/all of an assignment, requirement to attend or participate in a non-preferred activity, homework lessened). It is most commonly used for students who engage in non-compliant behaviors, because the value of escaping something is often more valuable to the student than the availability of positive reinforcement for compliance. Appropriate behavior (i.e., compliance) increases because demonstrating the behavior leads to the removal of the non-preferred activity/instruction. Negative reinforcement should be used in combination with escape extinction (not allowing the student to avoid/escape the instruction for inappropriate behavior) to further strengthen the appropriate behavior.

Use of Reinforcement Surveys

Reinforcement surveys are utilized with each student in STEP to determine what will motivate the student to change his/her behavior, i.e., something tangible, something edible, or something attention based. Reinforcement surveys should be done along with the classroom staff rather than having students left alone to complete them. The goal is to gain accurate information so that when a reinforcer is presented, the student has a desire to work towards obtaining it. Reinforcement surveys can be paired with positive and/negative reinforcement or with a classroom and/or individual token system/economies.

Reinforcement Surveys available in OneDrive:

- Forced Choice Reinforcement Menu
- Short Reinforcement Survey
- Detailed Reinforcement Survey

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Teacher / Paraprofessional Communication

The STEP Teacher must communicate regularly with all staff working in and supporting the STEP program.

1. Communication between teacher and paraprofessionals should be relevant to work-tasks and appropriate for the school environment.

2. Teacher and paraprofessionals are to have a clearly defined schedule to include instructional assignments per period/rotations, lunch breaks, planning period, outclasses, etc. Related service schedules are posted when appropriate.

3. Communication with all staff working in STEP should utilize information related to IEP goals and objectives, data collection for effective progress monitoring, BIPs, accommodations/modifications, AT and documentation of progress. Collaboration across settings with General Education Teachers, Special Education Teachers, BCBAs, Social Workers, Counselors, LSSPs, Speech Pathologists, Program Managers, and Program Specialists, Campus Administrators, and Parents should occur on a regular basis.

Instruction

STEP encompasses differentiated instruction and a student-centered approach to ensure that each student's IEP goals and objectives are addressed.

Students in STEP benefit from explicit and systematic instruction that is both differentiated and student-centered. STEP teachers need to ensure that each student's IEP is adequately addressed, and that each student is making educational progress. Academic instruction and IEP goals/objectives in a STEP classroom are aligned to state standards through prerequisite skills. Communication, self-regulation, social skills, and independent living skills are also addressed throughout the day.

Instruction in the high school setting continues to focus on academic instruction but also integrates skills required for transition. Activities that promote movement from school to adult life such as post-secondary education, vocational training, employment, adult services, independent living and community participation are necessary. A variety of assistive technology tools are utilized in the classroom which provide access to curriculum in the areas of communication, reading, writing, and other activities of daily living.

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Curriculum

The curriculum for STEP is the FBISD curriculum, unless specified in the student's IEP. The Texas Essential Knowledge and Skills (TEKS), in which the scope and sequence is aligned to, should be followed. The Unique Curriculum is also a resource used to support these objectives.

Elementary and Secondary STEP teachers are responsible for teaching all subject areas. STEP teachers collaborate with the student's home campus to ensure that access to the full range of the curriculum is available to the student. STEP teachers make every effort to attend grade level planning meetings.

General education lesson plans can be found on Schoology and teachers can scaffold the instruction as needed.

1. Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum (Program Guides; At-a-Glance).
2. Materials and strategies are research-based and provide daily explicit and systematic instruction.

Independent work tasks are functional and meaningful and have been taught to the student prior to being placed in the independent work system. Individualized instruction may include:

1. Numerous tasks and activities are age-appropriate and functional, and based on the specific needs of each student.
2. Social, play and leisure skills are taught and reinforced in a way that is developmentally but age-appropriate for each student.
3. Individual work systems are developed and used for each student to teach independent work and are changed out frequently.

Social Skills

Students in the STEP have difficulties with social skills. These skills are taught and reinforced using a variety of interventions including, but not limited to, social narratives, role-play, video modeling, live modeling, peer training, and using prompting procedures. Behavioral and Social Skills instruction are taught as an independent course and integrated throughout the day using a variety of interventions.

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Communication

1. Each student has a way to communicate basic wants and needs. (e.g., picture exchange, sign, communication boards, etc.).
2. The teacher implements AT recommendations approved by the ARD committee.
3. AT tools are utilized through the day (e.g., communication systems, writing tools/software, visual supports)
4. Environment and activities are manipulated to provide communication opportunities (e.g., sabotage –require student to request).

Individual Education Plans (IEPs) and Lesson Plans

STEP teachers should utilize research-based strategies, materials, and interventions, which address the learning needs of students with chronic severe behavioral difficulties.

1. The teacher should demonstrate an extensive knowledge of each student's IEP and BIP.
2. Teachers are expected to implement each child's IEP and be able to discuss the unique needs of the child with staff, parents, and supervisors.
3. Lesson plans and activities are aligned with grade-level topics and individualized IEPs.
4. Student assessment, present levels of performance, goals, and instruction are all linked.
5. A portfolio for each student is maintained that documents progress toward mastery of IEP objectives and reintegration. Information in each portfolio includes:
   a. Legal documents
   b. Assessment records
   c. Work samples
   d. Accommodation Logs
   e. Behavior Intervention Plan
   f. IEP Goals and Objectives
   g. Behavioral data collection/tracking
   h. Reintegration Plan

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Documentation and Grading

The STEP teacher and paraprofessionals will regularly document student progress on IEP goals and objectives. The STEP teacher and/or paraprofessional are expected to gather academic and behavioral data. Students receiving STEP services are held to the same grading expectations unless otherwise specified in their ARD/IEP. Progress on IEP goals is given to parents each 9-week grading period.

Documentation of services is submitted via Onward. Additional information regarding Onward can be found in Section 8 of the Administrative Procedures.

1. The teacher follows FBISD grading policies.
2. The teacher will regularly document student progress on IEP goals and objectives. The STEP teacher is expected to develop and maintain a portfolio for each student which includes data, work samples, products, IEP goals and objectives, BIP, AU supplement (if applicable), etc. which supports student progress on his or her IEP.
3. Data collected and analyzed a minimum of twice weekly will and results will be reflected on the IEP Progress Reports in Success Ed. ACTUAL percentages or trials, not approximations, will be noted on the updates with data to support the percentages. In addition to numerical data, teachers will add comments to the progress reports.
4. Teacher and parent use a communication report or journal regularly (at least weekly).
5. Adjustments in teaching strategies may be necessary if limited progress is documented.
6. All students will receive a report card each grading period that is based on work completed in the classroom. Documentation must support the grade given.

Staff Development Expectations

The district provides trainings to address the needs of students receiving STEP services. A list of the trainings (in SharePoint) will be made available on an annual basis to staff members providing STEP services. All teachers and paraprofessionals must maintain current CPI certification. The district provides CPI training regularly and staff members can register in eLearning located under the Staff tab on the FBISD website.

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Reintegration Plan

The purpose of the reintegration plan is to identify the significant behaviors noted in the student's current Behavior IEP/BIP that are preventing the student from being successful in the current placement. The plan should be individualized and include baseline data on each target behavior and a projected timeline for student return to a less restrictive environment. For example:

- Target Behavior #1: Physical aggression in the form of hitting and kicking that requires administrative intervention
- Baseline: 2 instances per day, on average
- Expectation: Less than 1 instance per two-week period, on average
- Estimated Timelines: A staffing will be held the week of September 15 to review behavioral data

The reintegration plan should be discussed in detail at the placement ARD for STEP, as well as future annual ARDs. Once the student begins receiving services at STEP, the STEP teachers and campus admin support team should review the reintegration plan at least monthly to determine if the stated expectation(s) has been met and if an ARD should be held to consider a change of placement/program to a less restrictive environment.

It is important to work in partnership with the general education campus to prepare the student, teachers and classrooms for the reintegration process. The reintegration process is typically a gradual, multi-step process that takes place prior to the student placement in a LRE as previously determined by the ARD committee. Successful reintegration occurs when the LRE and the student are well-matched and prepared for the transition. Reintegration should be addressed on an individual, campus and/or district-wide basis. When reintegrating students, the following needs to be considered: classroom environment, academic programming, teacher-student interaction, peer attitudes, personal attitudes.

The following steps should take place prior to transition.

1. Collect and analyze student reintegration data
2. Hold a reintegration staffing (review student reintegration progress reports, data collected and reintegration considerations)
3. Conduct an environmental assessment
4. Prepare the student for reintegration
5. Create a plan for supporting and fading support in the LRE
6. Promote the transfer across settings

Training/support on the reintegration process will be provided by the staff from the STEP program.

Reintegration Plan Form

See Appendix for the Reintegration Plan form.

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SPEECH ONLY

Program Facts
Lead SLP   LeAnne Parker

For additional information about speech therapy and services, see section 3, Related and Instructional Services.

Additional Supports
When considering additional special education supplementary supports and services for a student with a Speech Impairment only:

- A staffing should be called with the Speech Therapist and other campus intervention staff to review data to consider appropriate Tier 2 and Tier 3 interventions and determine if a re-evaluation is needed to consider additional eligibilities.
- If the student is not making progress with the interventions, in the interim until the Re-Evaluation is completed, an additional staffing should be held with the CCC, Speech Therapist, and Special Education Teacher. The Program Specialist for Resource/Inclusive Services should be invited to the staffing but is not required to attend.
- The staffing members should develop proposed services to meet the student's needs. Services may include:
  - Appropriate Accommodations and Supplemental aides per subject based on student needs
  - In-Class Support (in class support, minutes/days)
    - An IEP goal should be developed to address the area of concern (if it is a concern for language arts and it is covered with the current speech goals then it can cover ICS. However, if it is a concern for math, then the speech goals would not suffice and a math goal(s) would need to be included, etc.)
    - Student's program in Success Ed should be coded as ICS
  - Resource
    - If an SI only student is going to be considered for resource. The SLP continues to be involved but the Special Education Teacher becomes the Case Manager
    - An IEP goal should be developed to address the area of concern (if it is a concern for language arts and the Speech Goal continues to be appropriate, then no change is needed. However, if it is a concern for math then the speech goals would not suffice and a math goal(s) would need to be included, etc.)
    - Student's program in Success Ed should be coded as Resource

 *Remember all services are decided by an ARD committee and determined using data.

V – Instructional Service Delivery Models

SUCCEEDING in ACADEMIC and INDEPENDENT LIVING SKILLS

Program Facts

Short Name / Acronym	SAILS
Program Managers	Holly Martinez - Elementary Rebecca Kaminski – Secondary/ Middle School Darin Quintero – Secondary/ High School
Program Specialists	Leticia Martinez, Aisha Morgan - Elementary Chandeep Kohli-Elementary Katherine Krueger –Middle School Chris Bowie -Secondary/ High School Leah Cross– Secondary/ High School Bethany Sullivan – Secondary/ High School
Grade Level(s) Served	K -12
Reporting of Grades	Report Card + IEP Goals & Objectives Updates in Success Ed
Class Assignment	General Education or Special Education
Homeroom Assignment	General Education or Special Education Teacher
Teacher of Record Assignment	Based on Class Assignment
IA/ Setting Code	Based on last ARD Meeting held[*]
ADA Code (determined by the amount of services the student receives)	Full Day (At least 4 hours each school day) ADA = 1 Half Day (At least 2 hours but fewer than 4 each school day) ADA = 2
K-5 Elementary Locations * Anticipated campuses for the 2021-2022 school year. Campuses placement may fluctuate during the school year *	Arizona Fleming, Brazos Bend, Briargate, Barbra Jordan, Barrington Place, Blue Ridge, Burton, Colony Meadows, Commonwealth, Cornerstone, Dulles, Donald Leonetti, E.A. Jones, Glover, Goodman, Heritage Rose, Holley, Hunters Glen, Juan Seguin, Lakeview (at Barrington Place during rebuild), Lexington Creek, Madden, Malala, Mission Bend, Mission Glen, Mission West, Neill, Oakland, Oyster Creek, Palmer, Patterson, Pecan Grove, Quail Valley, Ridgegate, Rita Drabek, Rosa Parks, Scanlan Oaks, Settlers Way, Sienna Crossing, Sullivan, Townewest
6-8 Middle School Locations	All middle school campuses
9-12 High School Locations *ARD Committee makes final decision	All high school campuses

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Program Description

The SAILS program generally serves students with cognitive and/or developmental delays who require a curriculum focusing on (1) academic instruction based on prerequisite skills that are aligned to grade level TEKS, (2) communication/social skills, (3) independent living skills, and (4) vocational instruction at the secondary level. It should be noted that diagnosis/disability does not drive the programming decision, and the ARD committee ultimately determines placement.

Program Goal

The goal of the SAILS program is to inspire and equip all students to pursue future success through relevant academic instruction, development of functional skills, and setting a high level of expectation for post school outcomes.

Program Objectives

It is Fort Bend ISD's belief that all students can reach their full potential. The SAILS teachers will align instruction with TEKS and use evidence-based curriculum to provide a supportive climate and a safe learning environment.

Program Supports

The SAILS program is supported by special education teachers, general education teachers, paraprofessionals, related & instructional service providers (Speech, OT, PT, O&M, in-home and parent trainers, counseling, school health, assistive technology specialists, transportation, Adapted PE, DHH, and VI), campus administrators, district-level program managers and specialists, Licensed Specialists in School Psychology, Board Certified Behavior Analysts, and parents.

Program Structure

Program Structure when there are two or more SAILS Programs on one campus: When a single campus has two or more SAILS programs, it is recommended that the classes be divided as equally as possible by number. Classes should be divided by grade levels, depending on the number of students in each grade level. This is preferred for students to remain with similar-aged peers, maximize inclusive opportunities, vertical alignment of curriculum, and maintenance of age-appropriate curriculum across students and materials.

Ultimately, the decision on how to divide the students into classes will be the decision of the campus administrator, with the collaboration of the district-level program manager/specialist. They will need to make this decision with these guidelines in mind in addition to individual or unique needs at the campus level.

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Addressing LRE

Students receiving support in SAILS will be included in the general education setting to the maximum extent appropriate as determined by the ARD/IEP committee. ARD/IEP committees should consider the full continuum of placements, including, but not limited to having the students participate in inclusive settings such as: lunch, fine arts, library, computer lab, and/or physical education in order to practice and generalize social skills with typically developing peers. The level of support provided to the student during times in an inclusive setting shall be determined by the ARD/IEP committee and may range from independent participation to full-time support. Participation in the general education setting should change via an ARD/IEP committee decision as deemed appropriate for each individual student and will depend on the student's ability to reach mastery criteria on specific IEP objectives.

Procedures for Considering Placement

The placement decision is made by the ARD committee, including the parents, and in conforming with the least restrictive environment provisions. See 34 C.F.R. § 300.116 (a).

Program Components / Critical Elements

The SAILS Program Components/Critical Elements are designed to guide the special education teacher and campus administration in understanding expectations for teaching in a SAILS classroom.

Classroom Learning Environment

The SAILS classroom arrangement encompasses the physical structure of the classroom, student schedules, student expectations, and monitors the safety of the classroom environment.

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Physical Arrangement

The physical arrangement of the room can either promote or hinder the teacher's instructional efforts and the quality of learning that takes place. Teachers will utilize and organize the space so that it depicts a variety of clearly defined classroom areas and allows for a variety of instructional groupings and activities. The classroom should minimize distractions and maximize access (student access to instructor, materials, demonstrations, as well as teacher access to each student). When designing the classroom, consider the age of the students, the number of students, the activities to be conducted, and the placement of electrical outlets, windows, and doors.

- Place materials to be accessed by students in areas away from where other students are working
- Place materials needed for the teaching lesson near areas where you conduct instruction
- Arrange classroom furniture to clearly define classroom areas. Classroom areas should include a large group instruction area, small group direct instruction area, independent work areas, hands-on/center area (if space permits), computer area, "taking care of business"/teacher work area, and a paraprofessional instruction area.
- Stand in different parts of the room to be sure that you can see all of your students
- Classroom schedules should be posted where all students and staff can access them
- Classroom rules/expectations
- The classroom should be clean and organized
- Staff will adapt the classroom environment to accommodate the need for sensory input or reduction of overload for students as needed. Sensory accommodations may include access to a quiet/break area, change in lighting, and/or use of sensory materials.

Schedules

An overall class schedule which identifies times and activity/course blocks for the day should be posted in every SAILS classroom. In addition, schedules for each teacher, paraprofessional, and student should be readily accessible to the staff (i.e., kept in a binder, posted, etc.). Meaningful and developmentally appropriate individual student schedules should be used throughout the day and should clearly define for the student where he/she should be at all times. Additionally, all staff assigned to the SAILS program should be clearly identified on a sped master schedule indicating which staff are supporting students outside of the special education setting throughout the day.

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Teacher / Paraprofessional Communication

Expectations:

1. Communication between teacher and paraprofessionals should be appropriate and work related.
2. Teacher and paraprofessionals have and use an established schedule for supervising students both inside and outside of the classroom.
3. Schedules are posted for teachers and paraprofessionals and include a 45 min planning period for teachers, 30 min lunch break, and shows that all students are under adult supervision at all times.

The SAILS teacher is responsible for collaboration with paraprofessionals and other staff members working with SAILS students in the classroom and alternative settings (i.e., resource, general education). The SAILS teacher must communicate regularly to ensure that all staff working with students in the program have access and understanding of:

- Pertinent information that is included in student's educational plans including IEP goals and objectives, Behavior Intervention Plan (BIPs), supplements, and accommodations/modifications.
- How to provide instructional and behavioral assistance to students with disabilities.
- How to monitor, implement, and report progress on a Behavior Intervention Plan (BIP)
- How to provide basic practices of positive behavior support
- How to collect data and monitor progress.
- How to utilize/implement all Assistive Technology in the classroom and listed in the students ARD paperwork.
- How to apply effective principles of Non-Violent Crisis Intervention (CPI) for students who demonstrate aggressive behavior and who may require verbal de-escalation and/or physical restraint.
- How to use an established schedule for supervising students both inside and outside of the classroom.

The SAILS teacher must also collaborate regularly with general education teachers to ensure that the student is making educational progress on his/her Individual Education Plan (IEP) and that he/she is engaging in appropriate behavior while in the general education setting.

General Description of Paraprofessional Duties

Under direct supervision, the purpose of the position is to provide assistance in the education, care, and development of students with significant disabilities. Employees in this classification perform instructional, clerical, and behavioral management duties, as well as provide assistance to students with personal care needs. Work is performed under the direction of a certified teacher, job specialist, or administrator.

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Some SAILS classrooms have a Supplemental School Nurse that is designated to support the students. The SAILS nurse should be housed within the SAILS classroom. The primary role of the SAILS nurse is to implement the school health services for students receiving SAILS services.

Instruction

Students in a SAILS classroom benefit from explicit and systematic instruction that is both differentiated and student-centered. SAILS teachers need to ensure that each student's IEP is adequately addressed, and that each student is making educational progress. Academic instruction and IEP goals/objectives in a SAILS classroom are aligned to state standards through prerequisite skills. Communication, social skills, and independent living skills are also addressed throughout the day.

Instruction in the high school setting continues to focus on academic instruction but also integrates skills required for transition. Activities that promote movement from school to adult life such as post-secondary education, vocational training, employment, adult services, independent living and community participation. A variety of assistive technology tools are utilized in the classroom which provide access to curriculum in the areas of communication, reading, writing, and other activities of daily living.

Curriculum

Academic

Academic instruction in a SAILS classroom is based on the Texas Essential Knowledge and Skills (TEKS). SAILS teachers utilize the TEKS Vertical Alignment and TEKS Curriculum Frameworks available on the TEA website as well as the Fort Bend ISD district curriculum supports which identify the curriculum areas addressed at each grade level and the grading period they are addressed. Academic and functional tasks for each student are individualized based on student need. Fort Bend ISD provides a variety of research and standards-based curriculum materials for teachers to use.

Unique Learning System

Unique Learning System is an online, dynamic, standards-based curriculum specifically designed for students with special needs. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. Materials are created using Symbol Stix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. Unique GPS is a data collection center designed to identify individual student goals, preferences, and skills within educational learning tasks. All areas of assessment within the GPS have been created to accommodate students with complex learning needs. Assessment results are stored on the n2y secure website to allow for growth measures to be monitored over the years.

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Edmark uses a whole word reading approach that focuses on visual memory and has research showing its effectiveness for students with disabilities.

Touchmath is a multi-sensory mathematics instruction program that can be used to teach many foundational skills including money, operation, fractions, measurement, word problems and more. This program was designed specifically for students who have struggled to make progress in mathematics using traditional instruction.

Social Skills

Some students in the SAILS program have difficulties with social skills. These skills are taught and reinforced using a variety of interventions including, but not limited to, social narratives, role play, video modeling, live modeling, peer training, and using prompting procedures. The natural social environment is the most appropriate teaching location.

Community-Based Instruction (CBI)

Community-Based Instruction (CBI) outings will be documented, as well as the student's progress on the IEP goals/objectives while on the CBI. For more information, procedures, and forms on CBIs, please refer to Section 8 of the Handbook.

Individual Education Plans (IEPs)/Lesson Plans

SAILS teachers are required to have extensive knowledge of each student's IEP. They must also understand implementation of the IEP and utilize trained professionals available to them in order to gain assistance when needed.

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Documentation/Grading

- Documentation of services is submitted via Onward. Additional information regarding Onward can be found in Section 8 of the Administrative Procedures.
- The teacher will regularly document student progress on IEP goals and objectives. The SAILS teacher is expected to develop and maintain a portfolio for each student which includes data, work samples, products, IEP goals and objectives, BIP, AU supplement (if applicable), accommodation logs, etc. which supports student progress on his or her IEP.
- Data collected a minimum of twice weekly will be analyzed each 9-week grading period and results will be reflected on the IEP Progress Reports in Success Ed. ACTUAL percentages or trials, not approximations, will be noted on the updates with data to support the percentages. In addition to numerical data, teachers will add comments to the progress reports. For example, Mary is maintaining mastery of her current list of 53 sight words with 92% accuracy. She has added 10 new words this 9 weeks and identifies them with 87% accuracy when presented using flashcards.
- Adjustments in teaching strategies may be necessary if limited progress is documented.
- In addition to updating IEPs every nine weeks, SAILS teachers must follow the same grading procedures and policies as general education. All students will receive a report card each grading period that is based on work completed in the classroom. Documentation must support the grade given.

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COSF

In addition, TEA requires each district to report student progress via the Early Childhood Outcomes for children who are receiving special education services and are ages 3-5 years old as of September 1st (Indicator 7 on the State Performance Plan). Data must be submitted when students enter and exit early childhood special education services. The student is considered part of early childhood until the student turns six years of age or is dismissed from the special education services. The service provider/special education teacher is required to complete an entry Child Outcome Summary Form (COSF) when the child begins receiving special education services, or when a child transfers into the district with special education services and is between the ages of 3-5. The service provider/special education teacher is required to complete exit Child Outcome Summary Form (COSF) when the child exits early childhood special education services. The exit would be completed during the spring semester of the same school year the child turns six years of age, or upon dismissal of receiving special education services. The entry and exit COSF forms are monitored for completion by the SAILS Program Manager and submitted for document review to the Program Specialist of Compliance, Lead Speech Path, or Program Manager of Early Childhood Special Education.

Training on the COSF process is offered during the year. The COSF is completed collaboratively with parents, SLP, and other service providers. Monthly COSF deadlines and reminders will be sent out by the Program Specialist of Compliance to the Campus Compliance Coordinator. The Campus Compliance Coordinator is responsible for providing monthly campus e-mails to the special education teachers, SLPs, and other service providers on their campus. The COSF form is located in Success Ed.

Assessment

All students in SAILS classes must be assessed before their annual ARD to determine their present levels of academic achievement and functional performance (PLAAFP). The information, along with IEP progress, will be used to guide the teacher in developing IEP goals and objectives for the annual ARD. SAILS teachers will use the Brigance and/or Unique GPS as their primary assessment tool and can use additional assessment tools to supplement the information, when needed. The assessment protocol must be included in the portfolio as the student changes schools or programs in order to track progress across the student's educational career. Benchmark assessment within the ULS program should be administered three times per year at a minimum (BOY, MOY, EOY) for progress monitoring purposes. This data is used to drive instructional decisions and planning and are used to report growth/lack of progress for the students through the ARD process, as well as for campus and district reporting.

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Behavior/Classroom Management

Classroom management is based on the Fort Bend ISD special education behavior model, which teaches pro-social skills necessary for success in the least restrictive environment, aligned with the Texas Behavior Support Initiative, which emphasize:

- systemic and individualized strategies based on an extensive body of research-based practices
- prevention-based approach for all students
- teaching academic, social and behavioral expectations
- culturally appropriate practices
- a positive approach to shaping behavior
- an orderly, structured classroom environment

1. Visuals regarding classroom rules and expectations are posted in the classroom where they are visible to the students. Rules are explicitly taught in a way that the students understand. All classroom staff members are responsible for teaching the rules and procedures to the students.
2. Behavior management is consistent across classroom staff members.
3. An individualized behavior management system for each student is in place, based on the BIP, as determined by the student's ARD committee.
   a) Behavior is managed and modified through direct teaching of desired behavior.
   b) Positive reinforcement systems are in place and individualized to student needs. Consequences for behavior are clearly identified, and developmentally appropriate.
   c) Research based interventions are used/observed.
   d) The prompting sequence/hierarchy is used.
   e) Data is collected a minimum of two times per week and data is analyzed to determine if interventions are working.

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Staff Development Expectations
Teachers providing SAILS services are expected to stay current in research-based interventions for all students with cognitive and other developmental disabilities, including students on the autism spectrum. The district provides trainings to address these interventions.

1. SAILS teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and staff development regarding best practices for working with students with cognitive and other developmental disabilities as well as program updates, ESY, state assessment information, and district procedures and guidelines.
2. SAILS teachers will be required to demonstrate knowledge and skills related to the identified Critical Elements for SAILS classrooms. Trainings will be provided to address the critical elements.
3. SAILS teachers are expected to utilize the research-based materials and assessment tools that are available in the classroom. Trainings related to the use of these materials will be provided.

Crisis Prevention Intervention (CPI) – All SAILS teachers and paraprofessionals must maintain their CPI certification by taking a CPI course/refresher each year.

Campus Administrator Expectations
Campus administrators should expect the critical elements of the SAILS program to be in place in each SAILS classroom (See Appendix). Campus administrators are encouraged to review the Critical Elements as needed to support SAILS staff. In addition, the supervising administrator on campus is encouraged to maintain his/her CPI certification by taking a CPI course each year.

The SAILS program specialists and managers are available to collaborate with the campus administrators on walk-throughs and completion of the critical elements form. Campus administrators should also expect to have a professional, working relationship with the program specialists to ensure that common goals for the students in SAILS are met.

Critical Elements Observation Form
See Appendix for Critical Elements Checklist for SAILS.

V – Instructional Service Delivery Models

VOCATIONAL EXPERIENCE

Program Facts

Short Name / Acronym	VOC EXP
Program Specialist	Debbie Jebbia

Grade Level(s) Served	11th – 12th Grades and 18+
Reporting of Grades	Report Card and IEP Goals & Objectives Updates in Success Ed
Class Assignment	Transition Teacher
Homeroom Assignment	Special Education Teacher or General Education Teacher
Teacher of Record Assignment	Transition Teacher
IA / Setting Code	08
ADA Code	Full Day (At least 4 hours each school day) ADA = 1
(determined by amount of services the student receives)	Half Day (At least 2 hours but fewer than 4 each school day) ADA = 2
High School Location(s)	All High Schools

*ARD Committee makes final decision

Program Description

The VOC EXP setting provides special education and related services to a student who is placed on a job (paid or unpaid) with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP. This instructional arrangement/setting shall be used in conjunction with the student's individual transition plan and only after the school district's career and technology education (CTE) classes have been considered and determined inappropriate for the student.

Program Goal

The goal of VOC EXP is to prepare students with disabilities to enter the world of work, so they can be as self-sufficient as possible upon graduation from high school. The program's underlying philosophy is that the best way for students to prepare for future employment is to build successful work experiences while enrolled in high school that shows a relation to the academic courses they are required to take.

Program Supports

The VOC EXP class is supported by transition teachers, job coaches, campus staff, campus administrators, program managers/specialists, related services personnel (in-home and parent trainers, counseling, O&M, school health, transportation, AI, and VI), Licensed Specialists in School Psychology, and parents.

V – Instructional Service Delivery Models

Program Structure
The student must complete the credit requirements and VOC EXP is used as a CTE elective. The student must maintain at least 5 working/intern hours for each class scheduled for VOC EXP. The transition teacher will keep attendance, enter grades if needed and update IEPs. The student must report daily to assigned staff and provide a weekly work schedule. The transition teacher will communicate with the employer and parent with progress and concerns. The employer will complete an evaluation sheet for each grading period.

The student should not be on campus during the VOC EXP class(es). The goal would be for the student to provide their own transportation from campus to their job or home, the district may provide special transportation while training the student to provide his/her own transportation independently.

Addressing Program LRE
Fort Bend ISD must ensure that students with disabilities have available to them the variety of educational programs and services available to non-disabled students. General Education CTE courses must be considered first before placing the student in VOC EXP.

For VOC EXP students, the goal is to implement the IEP goals and objectives with age-appropriate non-disables peers in the community to the maximum extent appropriate.

Procedures for Considering Placement
A general education CTE course must be considered before the ARD committee can place a student in VOC EXP. If it is determined appropriate the student must verify employment (paid or unpaid) and hours.

The placement decision is made by the ARD committee, including the parents, and in conforming with the least restrictive environment provisions. See 34 C.F.R. § 300.116 (a).

A decision to place a student with disabilities in the VOC EXP class shall be based on the individual needs and individualized education programs. See 19 T.A.C. § 89.63.

Classroom Learning Environment
The VOC EXP students use the work/intern site as their classroom. A job coach or transition teacher will determine the level of support each student needs on the job site.

Transition Teacher/Job Coach Communication
Communication between the transition teacher and job coach is appropriate and effective.

Instruction
The VOC EXP instructional arrangement focus on differentiated instruction and a student-centered approach to ensure that each student's IEP goals and objectives are addressed.

V – Instructional Service Delivery Models

Individualized Instruction

Tasks and activities are age appropriate, functional, and based on needs of each student. (Post-Secondary Goals)

Individual Education Plans (IEPs) and Lesson Plans

- Teacher has extensive knowledge of each student's IEP and BIP
- Lesson plans and activities are aligned with postsecondary goals from each student's individualized IEPs
- Data Collection
    - Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives
    - The data is reflected in numerical percentages or trials and is easily interpreted
- Assessment
    - Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs
    - There is a clear link between the assessment and the PLAAFP

Behavior/Classroom Management

- An individualized behavior management system for each student is in place, based on the BIP
    - Positive reinforcement systems are used
    - Effective interventions are used/observed
    - Use of prompting sequence
    - Data collection system is in place and data is analyzed to determine if interventions are working

Staff Development Expectations

The district provides trainings to address the needs of students receiving VOC EXP. A list of the trainings will be made available on an annual basis to staff members providing VOC EXP. All teachers and paraprofessionals must maintain current CPI certification. The district provides CPI training regularly and staff members can register in eLearning. In addition to the published staff development trainings, Job a Like meetings will be hosted after school as a form of mini staff development.

Job Alike

Transition teachers are expected to attend Job Alike meetings. These meetings will provide teachers with information and staff development regarding best practices for working with students receiving VOC EXP services as well as updated program information.

Campus Administrator Expectations

The District Program Manager should have open communication with the transition teachers to ensure that common goals for students in VOC EXP are met.