

# Section 5

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# V – Instructional Service Delivery Models

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## Special Education Instructional Service Delivery Models

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

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

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### ***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. 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 student's progress, and are considering a Change of Placement, a staffing should be scheduled with the campus based staff involved with the student's services (classroom teacher, case manager, evaluation specialist, campus administrator and any other service personnel). Please note if the recommendation for a change of placement is due to the

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student's behavior, the LSSP assigned to secondary campus should be in the staffing if at all 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

During the staffing the following is recommended:

- Review at least six weeks of progress monitoring data
- If the student's behavior is impacting the student's success in the current placement, a Functional Behavioral Assessment (FBA) should have been conducted within the past year and a Behavior Intervention Plan (BIP) developed that addresses behaviors of concern and corresponding interventions based on function. Data should support that the BIP has been properly implemented by the teacher and other staff members working with the student.
- Consider if additional supports and/or alternative strategies and intervention are warranted prior to Change of Placement. Below is specific information regarding specialized programming considerations.-

Consideration of ABC services/placement

- Consideration of individualized visual schedule that minimizes unstructured time.
- Documented use of a functional communication system and its effectiveness.
- Significant learning challenges not linked primarily to a cognitive deficit.
- Significant stereotypic, repetitive and challenging behaviors which result in difficulty focusing on and engaging in activities in a productive manner, disruption of activities, self-injury, and/or aggressive behavior toward others.
- Significant social skill deficits and the tendency to avoid interaction or to show little awareness of or interest in others which may include limited play interests/skills or limited functional use of objects.
- Significant communication skills deficits, such as limited communication form and function.
- Consideration of SAILS services/placement
  - Documentation indicating limited progress within general education with modified curriculum and supplementary aides and supports
  - Student requires a pre-requisite curriculum to access the TEKS
  - Need for explicit instruction and development of functional academic skills along with everyday life skills such as self-care, vocational, self-advocacy, etc.
- Consideration of BSS services/placement

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- 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 services/placement Regular systematic social skill instruction from a school staff member (i.e., special education teacher, counselor, LSSP).
- Significant learning challenges not linked primarily to a cognitive deficit.
- Significant 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/social interaction skills.

## Consideration of CLASS Plus services/placement

- Regular systematic social skill and emotional regulation instruction.
- Limited to minimal 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 skill deficits and the tendency to avoid interaction or to show little awareness of or interest in others which may include limited play interests/social interaction skills

- Consideration of FLaSH services/placement

- Student requires school health nursing services due to significant medical needs.
- The student exhibits significant cognitive deficits, physical disabilities, and may be considered medically fragile.
- Significant social skill deficits and the tendency to avoid interaction or to show, little awareness of/or interest in others which may include limited play interests/skills or limited functional use of objects.
- Significant communication skills deficits, such as restricted communication means and functions.
- Significant academic and functional difficulties. These are defined as significant and/or repeated difficulties that are severe in intensity and/or are frequent in nature that impede the learning and functional daily living skills of the student despite research-based intervention support. Some examples include: difficulty

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attaining prerequisite academic skills; difficulty attaining basic social skills; lack of basic self-help skills; lack of basic vocational skills, etc.

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

After the staffing, if data supports a change of placement, the CCC/Evaluation Specialist/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

- 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. 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.

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## ***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, scheduling, and placement recommendations.
- Determine if they would like to observe the student prior to ARD.
- Send a representative (e.g., administrator, CBE, CCC, DH, ARD Facilitator, etc.) to attend the staffing and ARD.

Following the second staffing, the ARD Committee (including staff members from the student's current educational program and from the proposed program (ABC, FLaSH, SAILS/CLASS, BSS, Nonpublic Day School, etc.) meet at the student's current campus to consider the recommendations and the ARD committee makes all decisions necessary regarding change of program and placement.

\*\* The ARD meeting is held at the campus the student is currently attending (not the campus/program that is being proposed).

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

## ***Transfer Students***

If a student transfers into Fort Bend ISD from another district and the student was in a specialized program in the sending district, contact the respective Program Manager to discuss information received from the previous district (ARD paperwork, phone calls, etc.). This information will be used to consider placement in a comparable Fort Bend ISD Special Education District Wide Program without

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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 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.

## ACADEMIC, BEHAVIOR, AND COMMUNICATION

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### **Program Facts**

<i>Short Name / Acronym</i>	ABC
<i>Program Manager</i>	Sarah Flockton
<i>Contact Information</i>	281-634-1680
<i>Program Specialist</i>	Leah Cross Jennifer Ford  Holly Martinez Taylor Shaw
<i>Grade Level(s) Served</i>	K – 8th
<i>Elementary Locations</i>	APE; BBE; BJE; DLE; CME; EGE; EAJ; JNE; JSE; JSES; MBE; MGE; MYE PGE; RDE; SME; SOE; WBE
<i>Middle School Locations</i>	FSMS; GMS; JBMS; QVMS; SMS; TMS

### **Program Description**

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

### **Program Goal**

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

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

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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 on-going systematic measures and documentation of progress and educational outcomes.

## ***Program Supports***

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

## ***Addressing LRE***

ABC provides a range of services from full day self-contained in the ABC setting to support in the general education setting by special education staff. The services focus on developing communication, social and behavioral skills that allow students to gain increasing independence.

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

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.

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

## ***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,

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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.

## ***Curriculum***

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

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

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

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

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

## ***Communication***

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

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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).

## **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 1<sup>st</sup> (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

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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.

## ***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.

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## ***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.

## ***Campus Administrator Expectations***

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

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

## ***Critical Elements Observation Form***

See Appendix for Critical Elements Checklist for ABC.

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## 18+ ADULT TRANSITION SERVICES

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### ***Program Facts***

*Short Name / Acronym*

ATS

*Types*

ATS-Project SEARCH, ATS-Community, ATS-Campus

*Program Manager*

Darin Quintero

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## Contact Information

281-634-2121

<i>Grade Level(s) Served</i>	18+ (met graduation requirements for HS Graduation)
<i>Reporting of Grades</i>	IEP Goals & Objectives Updates
<i>Class Assignment</i>	Special Education
<i>Homeroom Assignment</i>	ATS Teacher
<i>Teacher of Record Assignment</i>	ATS Teacher
<i>IA / Setting Code</i>	Based on last ARD Meeting held*
<i>ADA Code</i>	Full Day (At least 4 hours each school day) → ADA = 1
<i>(determined by amount of services the student receives)</i>	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
<i>High School Location(s)</i>	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.

## 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;

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

## ***Program Supports***

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

## ***Program Structure***

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

## ***Addressing Program LRE***

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

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.

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## ***Referral Process***

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

## **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 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
- Require and/or seek support in skills necessary for adult life beyond the age of 18

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 students 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

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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

## ***Behavior/Classroom Management***

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

## ***Staff Development Expectations***

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

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## **Job Alike**

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

## **Campus Administrator Expectations**

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

## BEHAVIOR SUPPORT SERVICES

### **Program Facts**

<i>Short Name / Acronym</i>	BSS
<i>Program Manager</i>	Erick Powers- Elementary 281-634-3062 Sedric Clark – Secondary 281-634-3857 Adreinne Thomas
<i>Program Specialist</i>	Cleo White  Teneshia Fitzgerald
<i>Grade Level(s) Served</i>	K – 12th
<i>Elementary Locations</i>	AE, BBE, BGE, BRE, , , HE, EGE, LCE, LGE, , MHE, MWE, OE, PE,
<i>Middle School Locations</i>	QVE, RGE, RPE, TWE
<i>High School Locations</i>	CMMS, DCMS, GMS, JBMS, LOMS, MCMS, QVMS, SLMS AHS, BHS, CHS, DHS, EHS, HHS, KHS, MHS, RPHS, THS, WHS

### **Program Description**

Behavior Support Services (BSS) is designed to serve students who receive special education services who have been identified as having severe problematic behaviors that impede their ability to be successful in their current setting. These behaviors can be but are not limited to severe physical and

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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.

## ***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 less restricted environment. The program is structured to meet the various behavioral needs of each student and focuses on assisting students with behavioral, academic growth and social development. This is accomplished through a continuum of services in the school setting that range from direct and intensive instruction by BSS staff in a self-contained classroom, to support by BSS staff in a less restrictive setting.

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

## ***Program Objectives***

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

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

## ***Program Supports***

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

## ***Addressing LRE***

Students assigned to the BSS program will be included in the general education setting to the maximum extent possible, as determined by the ARD committee. The program focuses on developing social and emotional/behavioral skills so the student can be more productive in the least restrictive environment. Accordingly, behavioral and academic supports are provided for each student based on individual strengths, deficits, and needs.

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

## ***Procedures for Considering Placement***

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

## ***Program Components / Critical Elements***

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

## ***Classroom Learning Environment***

1. Students are actively engaged in meaningful learning activities from the beginning to the end of each class period. Unstructured time is minimal to non-existent.
2. Lunch, recess, PE, etc. are considered 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).

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4. Flexible Instructional Arrangements – Physical room arrangement and schedules provided opportunities for small group, one to one, and independent work. Whole group instruction is kept to short periods of time.
5. Furniture is arranged to clearly define classroom areas and areas are modified to include a calming area (to be used when necessary).
6. A classroom schedule is posted reflecting the core content areas; individual student schedules reflect daily flexible instructional arrangements and are developmentally appropriate; and students are taught to use schedules in order to promote student independence.

## ***Classroom Management***

1. Classroom rules and CHAMPs procedures are defined for each of the school-wide expectations and are posted in the classroom. The sign/poster should be large enough for students to see from a distance.
2. Classroom behavioral expectations are taught, reviewed, practiced and known by every student. This will require direct instruction initially to establish understanding of the expectations/rules and what they should look like in the classroom. Additionally, the expectations/rules should be referenced when specific rules are followed or violated, and should be tied to any reinforcement system that is being used
3. BSS staff establish positive relationships with all students in the class. Relationship-building is an important component of effective behavior management, increasing students' motivation in a variety of areas (e.g., academic performance, self-management, behavior). To do so, this requires all BSS staff to reach out to each student to get to know and learn more about him/her.
4. Positive greetings are provided at the door when the student arrives in order to establish a positive climate and pre-correct any concerns before they escalate.
5. Transitions within the classroom as well as between classrooms are taught and managed by staff.
6. Independent seatwork is limited to activities that require it (e.g., quizzes, worksheets)
7. Competent communication with all students is observed (reprimands/corrective statements are delivered in a non-threatening way).
8. Teaching, modeling and reinforcing desired pro-social classroom skills take place on a daily basis (e.g., following directions the first time, actively listening, waiting patiently, sharing with others).
9. Teacher mobility and proximity control is used (teacher does not stand in one spot, but keeps students alert by tracking the teacher and teacher uses proximity control as a method to redirect problem behavior).
10. A reinforcement system to increase desirable behavior is in place and implemented consistently. Students are taught and understand they system (e.g., how incentives are earned/lost, how often they are provided). Although self-regulation is the ultimate goal, some students will require extrinsic rewards. They system should be visually accessible to the students in the classroom, referred to routinely, and a copy of your reinforcement system should be sent to your program specialist at the beginning of the year.

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11. Goal setting and performance feedback is routine and should be given at the end of each subject before transitioning to the next.
12. A daily schedule listing classroom activities for the day is posted and clearly visible by all students.
13. Staff maintains positive interactions with peers, avoiding emotional reactions when problem behaviors occur.
14. Students are provided numerous opportunities to respond to teacher questions and comments during instruction (e.g., choral responding, random asking of students), and are encouraged to interact with classmates regarding the content of activities (pair-share).

## ***Establishing Reinforcement Systems***

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

Reinforcement takes two primary forms:

1. **Positive Reinforcement:** Something preferred/desired is provided following a behavior (i.e., access to computer, snack, cell phone privilege, token in token system). This is the most commonly used form of reinforcement when trying to teach and maintain new skills.
2. **Negative Reinforcement:** Something aversive/disliked is removed following a behavior (i.e., part/all of an assignment, requirement to attend or participate in a non-preferred activity, homework lessened). It is most commonly used for students who engage in non-compliant behaviors, because the value of escaping something is often more valuable to the student than the availability of positive reinforcement for compliance. Appropriate behavior (i.e., compliance) increases because demonstrating the behavior leads to the removal of the non-preferred activity/instruction. Negative reinforcement should be used in combination with escape extinction (not allowing the student to avoid/escape the instruction for inappropriate behavior) to further strengthen the appropriate behavior.

## *Use of Reinforcement Surveys*

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

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positive and/negative reinforcement or with a classroom and/or individual token system/economies.

Reinforcement Surveys available in SharePoint:

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

## ***Schedules***

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

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

## ***Teacher / Paraprofessional Communication***

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

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

## ***Instruction***

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

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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 with the exception of lunch, library, computer lab, music, art, and/or physical education. Secondary BSS teachers are responsible for teaching the subjects in their highly qualified areas. Collaboration between the general education/resource teacher and the BSS teacher should occur to ensure that access to the full range of the curriculum is available to the student. BSS teachers should make every effort to attend grade level planning meetings. General education lesson plans can be found on Schoology and/or PCG and teachers can scaffold the instruction as needed.

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

## **Individualized instruction may include:**

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

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

## **Communication**

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

## **Individual Education Plans (IEPs)/Lesson Plans**

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

1. The teacher should demonstrate an extensive knowledge of each student's IEP and BIP.
2. Lesson plans and activities are aligned with grade-level topics and individualized IEPs.

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3. A portfolio for each student is maintained that documents progress toward mastery of IEP objectives and reintegration. Information in each portfolio includes:
  - a. Legal documents
  - b. Assessment records
  - c. Work samples
  - d. 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.

Training on the COSF process is offered during the year. The COSF is completed collaboratively with parents, SLP, and other service providers. Teachers are given deadlines and reminders for due dates throughout the 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 1<sup>st</sup> (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

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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.

## ***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.

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

## ***Staff Development Expectations***

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

### **Job Alike**

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

## ***Data Collection Forms***

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

Forms available in SharePoint:

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

### **Daily Point Sheets (BSS Student Point Sheet)**

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

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the students' point sheets with each individual student and having a reflective moment to provide positive feedback and to shape the students' behaviors for the next class period.

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

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

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

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

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

## **Analyzing Collected Data**

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

## **Quarterly Review Meetings**

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

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

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The Quarterly Review Meeting will consist of the following members:

1. Principal/Assistant Principal
2. Special Education BSS Teacher
3. Campus Based Evaluation Staff Member/CCC/DH/ARD Facilitator
4. LSSP
5. Student (if appropriate)
6. Program Manager/Specialist, Behavior Support Services
7. Related Service providers, as necessary

## ***Campus Administrator Expectations***

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

## ***Reintegration Plan***

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

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

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

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

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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

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### ***Program Facts***

*Short Name / Acronym*

RDSPD or Deaf Education/

*Program Coordinator*

Dena Thompson

5035

Special Education Administrative Procedures, 2020-21

# V – Instructional Service Delivery Models

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<i>Contact Information</i>	281-634-1398
<i>Program Specialist</i>	Jackie Boyd 281-634-1397
<i>Contact Information</i>	
<i>Member Districts</i>	Alief, Angleton, Brazosport, Columbia-Brazoria, Damon, Danbury, Fort Bend (fiscal agent), Lamar Consolidated, Needville, Stafford Municipal, Sweeny
<i>Grade Level(s) Served</i>	ECl – age 21
<i>Reporting of Grades</i>	Report Card and IEP Goals & Objectives Updates in Success Ed
<i>Class Assignment</i>	General Education and/or Special Education or RDSPD
<i>Homeroom Assignment</i>	General Education or Special Education Teacher or RDSPD
<i>Teacher of Record Assignment</i>	Based on Class Assignment
<i>IA / Setting Code</i>	Based on last ARD Meeting held*
<i>ADA Code</i>	Full Day (At least 4 hours each school day) → ADA = 1
<i>(determined by amount of services the student receives)</i>	Half Day (At least 2 hours but fewer than 4 each school day) → ADA = 2
<i>Site Location(s)</i>	Settlers Way Elementary, First Colony Middle School, Dulles High School
<i>In Fort Bend ISD</i>	
<i>*ARD Committee makes final decision</i>	

## **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 DHH students through a shared services agreement between eleven districts who are members of the Brazoria-Fort Bend RDSPD. A student who lives in a member district of the Brazoria-Fort Bend RDSPD and has a hearing 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 DHH students with the necessary language and academic tools to help them access and make progress with their grade level curriculum. Recognizing that the disability inherent in a hearing loss is the access to communication resulting in the challenge of language acquisition, the RDSPD goal is to provide educational services with a language-centered focus in the student's mode of communication. Students are to be included in the general education environment as much as possible, with the realization that the least restrictive environment for a student whose mode of communication is sign language, may be a language rich environment where the student can directly communicate with teachers and peers using the same language mode.

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## **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)  
ECI agency, school districts, or parents make the referral for AI services from the district **RDSPD Parent-Infant** program. The infant with a documented hearing loss and his/her family receive Parent Infant Training 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 and Resource 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. PPCD - Grade 5: Settler's Way Elementary (FBISD)
    - ii. Grade 6-8: First Colony Middle School (FBISD)
    - iii. Grade 9-12: Dulles High School (FBISD)
3. **RDSPD Itinerant:** A student receives direct instructional services from a RDSPD teacher of the deaf/hard of hearing. These students have DHH services on their schedule page with goals and objectives for language related instruction from a teacher of the deaf/hard of hearing.
4. **Non-RDSPD:** An AI student who is **not** receiving direct services from RDSPD or is only receiving monitor/consult services (indirect services from a teacher of the deaf/hard of hearing).

The decision for a student with the eligibility of DHH to receive services at a RDSPD cluster site location or at their home school district with RDSPD Itinerant or indirect RDSPD monitoring services is a placement decision that shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).

## **Program Supports**

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

### **Self-Contained and Resource Classrooms**

RDSPD site location classrooms are designed to educate students with Auditory Impairments who require daily, individualized academic instruction due to their significant language and communication deficits that are a result of hearing loss. Students receive intensive language-based instruction in their mode of communication from a certified teacher of the deaf. Students in a self-contained or resource classroom may vary in instructional level. Modified grade level TEKS are taught and intensive

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remediation of language deficits is provided. Classroom teachers collaborate with RDSPD and district service providers to meet their students' unique needs. Based on individual need, instructional and related services are provided for students. A full continuum of services and placements are offered, ranging from self-contained classrooms to in-class support for general education settings. In accordance with the student's communication mode and IEP, related service support of a certified sign language interpreter may also be provided for the AI student. The unique need of each student is considered and addressed by the ARD Committee.

## ***Itinerant Service (Direct and Indirect)***

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

assigned to their caseloads. The RDSPD itinerant teacher may also assist with gathering data for Communication Assessments, when requested.

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

## ***Students with 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

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materials; and troubleshooting problems with listening devices such as hearing aids, cochlear implants or ALDs.

## ***Parent Infant Services***

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

## ***Speech and Language Therapy***

Speech and language therapy is provided to students who are instructed in the RDSPD 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 for students with 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, 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. The RDSPD Counselor responsibilities include crisis intervention and crisis management, short-term intervention with issues interfering with academic performance, assistance with problem-solving, consultation with parents and staff members, guidance lessons, transition planning and course selection, and assistance with referrals to community resources, and counseling as a related service.

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

## ***Interpreting Services***

Sign language interpreting services are provided to RDSPD site students for mainstreamed classes, extra-curricular activities and special events, in accordance with the student's IEP and the RDSPD Shared Services Arrangement. Interpreters function as facilitators of communication between the DHH student and his/her teachers and hearing peers. Interpreters may also interpret for students

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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 DHH students that are directly served by the RDSPD includes troubleshooting problems with hearing aids, sound field systems, and ALDs; taking impressions for ear molds; communicating with families advising corrective action of listening devices that may need to be made by the family; and consultation with private audiologist or ENT doctors.

## ***Professional Assistance***

Professional assistance, or consultation, is provided to FBISD staff members who work with students who have an eligibility of DHH. Services include attendance by RDSPD representatives at staff meetings and ARDs, as well as providing recommendations regarding educational services, listening devices, and proper accommodations. RDSPD staff respond to requests for assistance to aid in determining whether or not a student meets Special Education eligibility as a Deaf/Hard of Hearing (DHH) student, 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

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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: DHH 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; DHH students with additional disability(ies) who are enrolled in their home district in a special education classroom; DHH students who are transitioning from a RDSPD site location and may require monitor or consult (indirect) services. Each DHH student is assigned to a teacher of the deaf/hard of hearing who may be contacted to answer questions, give resource information, or provide consultation upon request.

## ***Addressing Program LRE***

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

## ***Considering Program Placements***

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

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

## ***Program Components/Critical Elements***

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

See the Appendix for Critical Elements for RDSPD site classrooms.

## ***Campus Administrator Expectations***

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

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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 information such as best practices for working with deaf/hard of hearing students, program updates, ESY, 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.

## ***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 student academic and behavior needs, implementing instructional and behavioral interventions, and data collection. The RDSPD teacher should regularly schedule classroom meetings with interpreter/paraprofessional staff to communicate relevant information and address any classroom concerns. Teachers should develop the interpreter/paraprofessional schedule at the start of the school year and update as student needs develop during the school year. Communication with parents should come from the teacher; interpreter/paraprofessionals should always refer parents to the classroom teacher.

## ***Student Communication***

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

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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.

## ***Instruction***

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

## ***Curriculum***

The Fort Bend ISD curriculum based on the Texas Essential Knowledge and Skills (TEKS) should be the framework of classroom curriculum. The student in the RDSPD 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 SUCCESS ED. The RDSPD teacher is expected to develop and maintain a portfolio for each student which includes work samples, benchmarks, classwork, homework, projects, writing samples, BIP, DHH supplement, related service logs, etc.

# V – Instructional Service Delivery Models

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

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

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

## ***Classroom Assessment***

All students in RDSPD 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.

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## COMMUNICATION, LANGUAGE, AND SOCIAL SKILLS

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### **Program Facts**

<i>Short Name / Acronym</i>	CLASS
<i>Program Manager</i>	Sarah Flockton
<i>Contact Information</i>	281-634-1680
<i>Program Specialist</i>	Taylor Shaw Holly Martinez Jennifer Ford
<i>Grade Level(s) Served</i>	K – 12th
<i>Elementary Locations</i>	ASE, DE, HE, JNE, LLE, SME, OCE
<i>Middle School Locations</i>	BBMS, FCMS, SMS
<i>High School Locations</i>	CHS, DHS, THS

### **Program Description**

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

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

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

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

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should establish a timeline to reconvene an ARD to consider a transition back into the general education or resource setting.

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

CLASS is founded on the belief that students benefit behaviorally and socially from educational experiences within the mainstream setting, and academically from participation in the general education curriculum. The function of CLASS services is to target inappropriate behaviors, identify replacement behaviors, and provide the opportunity for practice of appropriate behaviors across school settings. CLASS implements an intensive monitoring schedule and direct 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.

## ***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.

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- 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 Analysts (BCBAs), related services staff, and parents. There are four classroom critical elements that describe the expectations for CLASS and these are typically referred to as the “Critical Elements” of CLASS. (See Appendix for Critical Elements for CLASS)

## ***Addressing LRE***

Students receiving CLASS services may 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), the disability category of AU (Autism) does not automatically warrant placement within CLASS. It is important to consider whether the student’s academic and behavioral needs can be met in a less restrictive setting. If the student demonstrates compliance, independence, communication, and appropriate social skills, it is unlikely that that student requires the support of CLASS.

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

## ***Procedures for Considering Placement***

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

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## ***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.

### ***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. The data is submitted via Onward. Additional information regarding Onward can be found in Section 8 of the Administrative Procedures.
- Adjustments are made in teaching strategies if data reflects limited progress
- Teacher and parent use a communication report or journal regularly (at least weekly)
- The teacher implements AT recommendations approved by the ARD committee.
- AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)

### ***Instruction***

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

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

# V – Instructional Service Delivery Models

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- Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction.

## ***Learning Environment***

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

## ***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 1<sup>st</sup> (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

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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.

## ***Professional Practices and Responsibilities***

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

## ***Staff Development***

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

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

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

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

## ***Campus Administrator Expectations***

Campus administrators providing oversight and supervision of teachers in CLASS should have access to and understand how to utilize the Critical Elements Checklist. Utilizing the Critical Elements Checklist will enable the administrator on campus to understand CLASS expectations. Campus administrators should have open communication with the Program Manager and Program Specialist of Autism Support Services to ensure that common goals for students in CLASS are met. In addition,

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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.

## COMMUNICATION LANGUAGE and SOCIAL SKILLS Plus

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### ***Program Facts***

*Short Name / Acronym*

CLASS Plus

*Program Manager*

Sarah Flockton

*Contact Information*

281-634-1680

*Program Specialist*

# V – Instructional Service Delivery Models

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Jennifer Ford  
Taylor Shaw  
Holly Martinez

<i>Grade Level(s) Served</i>	K – 12th
<i>Elementary Locations</i>	DE, OCE
<i>Middle School Locations</i>	FCMS
<i>High School Locations</i>	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.

## ***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

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- 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)

## ***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.

In an attempt to ensure students are educated based on their individual needs and in consideration of least restrictive environment (LRE), the disability category of 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.

## ***Procedures for Considering Placement***

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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 Logs~~ Related Service Log There currently is no standard log that teachers are using. Is this still needed?
  - Data Collection
    - Data are collected and analyzed two times per week to monitor progress toward IEP objectives. Data is collected and analyzed two times per week to monitor progress toward IEP and behavior objectives. The data is submitted via Onward. Additional information regarding Onward can be found in Section 8 of the Administrative Procedures.
- Adjustments are made in teaching strategies if data reflects limited progress
- Teacher and parent use a communication report or journal regularly (at least weekly)
- The teacher implements AT recommendations approved by the ARD committee.
- AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)

### ***Instruction***

CLASS 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.

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- 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.

## ***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 1<sup>st</sup> (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

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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 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, ESY and state assessment information.

## ***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

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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.

## CO-TEACH

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### **Program Facts**

Short Name/Acronym	CT
Program Manager	Amy Carney-Elementary
Contact Information	281-634-1081
Program Manager	Yvonne Fields-Secondary
Contact Information	281-634-5049
Program Specialists, Elementary	Dawn Clem, Shavonta Crawford, Dawni Kitchen and <del>Shavonne Obisike Ironche</del> , Michele Miller
Program Specialists, Secondary	Joyce Arthur, <del>Reba Brown</del> , and <del>Sherry Lott</del> , Courtney Hardy and
Grade Level(s) Served	Paul Wilburn, Brian Tolston K - 12th
Reporting of Grades	Report Card
<i>IA / Setting Code</i>	Based on the last ARD meeting held
<i>ADA Code</i>	Full Day (At least 4 hours each school day) → ADA = 1
<i>(determined by amount of services the student receives)</i>	Half Day (At least 2 hours but fewer than 4 each school day) → ADA = 2
<i>School Location(s)</i>	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

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with disabilities in the Least Restrictive Environment. Both general education and special education teachers share the responsibility in the design, implementation, and monitoring of instruction, along with the implementation of accommodations and modifications that appropriately address the student's academic needs and cognitive abilities.

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

## ***Program Goal***

The goal of Co-Teach is to provide students who receive special education services with the necessary academic tools and scaffolding to help them access and make progress in the Least Restrictive Environment.

## ***Program Supports***

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

## ***Program Structure***

Co-Teach includes:

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

## ***Addressing LRE***

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

The Admission Review and Dismissal (ARD) Committee should always start with general education first when making recommendations for support in Math, English Language Arts, Science and Social Studies. The Schedule of Services for a student for whom Co-Teach is recommended, should reflect in-class support for the student for the amount of time needed, provided by the Special Education teacher. The placement decision shall be made by the ARD committee and shall be based on the individual needs and individualized education program (IEP) of the student. 19 T.A.C §§ 89.1075(e) and 89.63(c)(6).

## ***Campus Role***

A campus special education teacher will be assigned to each student that receives special education services. The campus case managers (special education teacher) should collaborate with Co-Teach partners to ensure that students are making progress in the general education classroom.

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## ***General Education Teacher / Special Education Teacher Collaboration***

It is highly critical for Co-Teach partners to collaboratively be responsible for instruction, planning, behavior management, grading and conferencing, as well as the implementation of specially designed instruction adhering to each student's individualized education plan (IEP). The general education teacher and the special education teacher should have common planning time that is outlined in the campus master schedule. Co-Teaching is every day, typically for the entire class period. Authentic Collaboration is an additional district training that is offered and recommended for all co-teach partnerships to attend together.

## ***Classroom Management***

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

## ***Instruction***

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

## ***IEP Implementation***

The general education teacher in collaboration with the special education teacher are both responsible for implementing the IEP. The general education teacher should provide input and evidence that supports 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 the full range of their grade-level curriculum. Instructional accommodations and or modifications should be implemented as outlined by the ARD committee.

## ***Documenting Student Progress***

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

## ***Staff Expectations***

1. Attend Job Alike meetings regularly (dates and times will be given by the Program Specialist assigned to the campus at the beginning of the school year).
2. Both partners attend campus grade-level content meetings together, as much as possible.

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3. Both partners attend district-level curriculum trainings together, as much as possible.
4. Both partners attend district level trainings that help support students who receive special education services together, as much as possible. These trainings are offered throughout the entire school year and summer months. (Example: Professional Development Training.)
5. Co-Teach partners must work with their campus administrators to develop a schedule that allows for common planning.

## **Campus Administrator Expectations**

1. Provide oversight and supervision of both co teach partners in the general education classroom.
2. Ensuring the Co-Teach partners have a common planning time built into their schedule.
3. Have a working relationship with the Program Specialist and Program Manager assigned to their campus.
4. Understand, have access to, and utilize the *Co-Teach Critical Elements Checklist* (see Appendix).

## **Co-Teach Critical Elements Checklist**

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

## EARLY ENROLLED SPEECH ONLY

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### **Program Facts**

<i>Short Name / Acronym</i>	EE Speech Only
<i>Program Specialist</i>	LeAnne Parker
<i>Contact Information</i>	281-634-2943
<i>Grade Level(s) Served</i>	EE (3 and 4 year-old students who are not enrolled in a FORT BEND ISD PK program)
<i>Reporting of Grades</i>	IEP Goals & Objectives Updates
<i>Class Assignment</i>	None
<i>Homeroom Assignment</i>	Home Campus Speech Language Pathologist (EE.93)
<i>Teacher of Record Assignment</i>	N/A
<i>IA / Setting Code</i>	00 (No Instructional Setting)
<i>ADA Code</i> <small>(determined by amount of services the student receives)</small>	ADA = 0
<i>Elementary Location(s)</i>	Each elementary campus services its zoned-school students in an effort to provide Special Education services at a location closest to the parent's home.

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

## ***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.

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## ***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/Student Support Team Meetings as per the district calendar.

## **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 1<sup>st</sup> (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.

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## FUNCTIONAL LIVING AND SCHOOL HEALTH SERVICES

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### **Program Facts**

<i>Short Name / Acronym</i>	FLaSH
<i>Program Managers</i>	Caroline Faison-Elementary (281)634-1399 Rebecca Kaminski-Secondary (281)634-6420
<i>Program Specialists</i>	Breana Fausett-Elementary Chandeep Kohli-Elementary Katherine Krueger-Secondary Debbie Jebbia-Secondary Chris Bowie-Secondary
<i>Grade Level(s) Served</i>	
<i>Reporting of Grades</i>	K – 12 <sup>th</sup> +
<i>Class Assignment</i>	Report Card + IEP Goals & Objectives Updates in Success Ed
<i>Homeroom Assignment</i>	General Education or Special Education
<i>Teacher of Record Assignment</i>	General Education or Special Education Teacher Based on Class Assignment
<i>IA / Setting Code</i>	Based on last ARD Meeting held*
<i>ADA Code</i>	Full Day (At least 4 hours each school day)à ADA = 1
<i>(determined by amount of services the student receives)</i>	Half Day (At least 2 hours but fewer than 4 each school day)à ADA = 2
<i>K-5 Elementary Locations</i>	JPE, RDE, CBE, JSE
<i>6-8 Middle School Locations</i>	GMS, DMS, BMS
<i>9-12+ High School Locations</i>	AHS, EHS, THS, WHS

### **Program Description**

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

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## ***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.

## ***Program Components / Critical Elements***

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

## ***Classroom Learning Environment***

### ***Classroom Arrangement***

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

### ***Physical Arrangement***

The physical arrangement of the room can either promote or hinder the teacher's instructional efforts and the quality of learning that takes place. Minimize distractions and maximize access (student access

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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.

## **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:

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

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

## **General Description of Paraprofessional Duties**

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

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

## ***Instruction***

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

## ***Curriculum***

### **Academic**

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

## **Unique Learning System**

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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.

## ***Individual Education Program (IEPs)/Lesson Plans***

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

## ***Documentation/ Grading***

- The teacher will regularly document student progress on IEP goals and objectives. The FLaSH teacher is expected to develop and maintain a portfolio for each student which includes data, work samples, products, IEP goals and objectives, BIP, AU supplement (if applicable), accommodation logs, etc. which supports student progress on his or her IEP.
- 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 weeks and identifies them with 87% accuracy when presented using flashcards.
- Adjustments in teaching strategies may be necessary if limited progress is documented.
- In addition to updating IEPs every nine weeks, FLaSH teachers must follow the same grading procedures and policies as general education. All students will receive a report card each grading period that is based on work completed in the classroom. Documentation must support the grade given.

## ***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 1<sup>st</sup> (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

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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.

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.

## ***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

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

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

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

## ***Staff Development Expectations***

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

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

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

## ***Campus Administrator Expectations***

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

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

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## **Critical Elements Observation Form**

See Appendix for Critical Elements Checklist for FLaSH program.

## **HOMEBOUND INSTRUCTIONAL SERVICES**

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### ***Service Facts***

<i>Short Name / Acronym</i>	HB (Homebound), PRS (Pregnancy Related Services); or CEHI (Compensatory Education Home Instruction)
<i>Contact Information</i>	Angela Singletary 281-634-6145
<i>Grade Level(s) Served</i>	PK – 12 <sup>th</sup>
<i>Reporting of Grades</i>	IEP Goals & Objectives Updates
<i>Class Assignment</i>	General Education Teacher or Special Education Teacher
<i>Teacher of Record Assignment</i>	Based on Class Assignment
<i>IA / Setting Code</i>	01 while the student is receiving Homebound Services
<i>ADA Code</i> <i>(determined by amount of services the student receives)</i>	Full Day (At least 4 hours each week)à ADA = 1 Half Day (At least 2 hours but fewer than 4 each week)à 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.

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## ***CEHI during Postpartum Confinement***

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

## ***Beginning and Ending of CEHI during Postpartum Confinement***

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

## ***CEHI during Extended Confinement***

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

## ***CEHI during Break-in-Service Confinement***

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

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

## ***Additional Information on CEHI and Confinement***

It is not required to provide CEHI to confined students on days designated as school breaks, holidays, teacher 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.

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## ***PRS for students receiving special education services***

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

Special education students who become pregnant will also be provided access to the services offered through the PRS program outlined above. A pregnant student who receives services through special education, the Admission, Review, and Dismissal (ARD) committee and PRS program staff members must collaboratively address the student's service needs.

## ***ARD Committee Meetings for Students Receiving PRS***

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

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

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

## ***Service Delivery***

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

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

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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 school work during his/her absence so that he/she can return to school and continue in the setting that was in place at the time he/she was placed on homebound services.

## ***Referrals for Homebound Instruction Services***

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

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

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## IN CLASS SUPPORT

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### **Program Facts**

Short Name/Acronym	ICS
Program Manager	Amy Carney-Elementary
Contact Information	281-634-1081
Program Manager	Yuvonne Fields-Secondary
Contact Information	281-634-5049
Program Specialists Elementary	Dawn Clem, Shavonta Crawford, Dawni Kitchen and, Michele Miller Joyce Arthur, Courtney Hardy, and Paul Wilborn, Brian Tolston
Program Specialists Secondary	K - 12th
Grade Level(s) Served	
Reporting of Grades	Report Card
<i>IA / Setting Code</i>	Based on the last ARD meeting held
<i>ADA Code</i> <small>(determined by amount of services the student receives)</small>	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
<i>School Location(s)</i> <small>*ARD Committee makes final decision</small>	All Fort Bend ISD Campuses

### **Program Description**

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

### **Program Goal**

The goal of in-class support is to provide students who receive special education services with the necessary academic tools 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.

### **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).

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## ***Addressing LRE***

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

## ***Procedures for Considering Placement***

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

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

## ***Campus Role***

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

## ***General Education Teacher / Special Education Teacher / Paraprofessional Collaboration***

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

## ***Classroom Management***

General education teachers are responsible for establishing their classroom management systems, the in-class support personnel, whether it be a teacher or paraprofessional, will be responsible for assisting with implementation and documentation of services.

## ***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.

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## ***IEP Implementation***

The general education teacher, in collaboration with the special education staff assigned to support the class, is primarily responsible for implementing the IEP and accommodations in collaboration with the special education staff.

## **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 1<sup>st</sup> (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.

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.

## ***Documenting Student Progress***

General education teachers will maintain an accommodation log and keep work samples (formative assessments, class work, writing samples, etc.). General education teachers should also keep a sampling of provided accommodations, for example, noting the extra time provided on a worksheet and supports for the student. If a student requires modified materials, a sampling should also be kept along with the original assignment. Both general education teacher and special education staff will document the in-class support, determined by the ARD committee, on the Inclusion log. This includes assigning a Level

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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. Special education teachers share with parents updated IEP goals/objectives each 9-week grading period.

## **Staff Expectations**

### **Expectations for In Class Support Teachers**

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

### **Campus Administrator expectations are to:**

1. Provide oversight and supervision of support teachers and paraprofessionals in the general education classroom.
2. Have a working relationship with the Special Education Specialist and Program Manager assigned to their campus.
3. Understand, have access to, and utilize the *In-Class Support Critical Elements Checklist* (Appendix).

### **In Class Support Critical Elements Checklist:**

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

## **PREGNANCY RELATED SERVICES**

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### **Program Facts**

Short Name/Acronym	PRS
Program Manager	Angela Singletary
Contact Information	281-634-6145
Reporting of Grades	Report Card
<i>IA / Setting Code</i>	Based on the last ARD meeting held
<i>ADA Code</i>	Full Day (At least 4 hours each school day) ADA = 1
<small>(determined by amount of services the student receives)</small>	Half Day (At least 2 hours but fewer than 4 each school day) ADA = 2

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*School Location(s)*

All Fort Bend ISD Campuses

*\*ARD Committee makes final decision*

## **Program Description**

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

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

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

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

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

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

## **PRS Homebound Teacher**

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

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## ***Program Support***

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

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

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

## ***Student Support Team Responsibilities***

Members of the SST must:

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

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## ***Student Responsibilities***

The student should be prepared to:

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

## ***PRS Procedures***

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

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

Upon confirmation of pregnancy and/or parenting student:

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

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

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

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

Once initial student intake is complete, the SST will:

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

Once the student has the delivered the campus nurse will:

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

Upon students' return to school:

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

## ***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

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- Email support staff

## ***PRS Homebound Teacher Responsibilities***

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

## **Homebound Teacher Responsibilities**

The homebound teacher must:

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

## **Student Responsibilities**

The student should be prepared to:

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

## **Homebound Visit Affect Attendance**

It is important to follow the appropriate procedures:

- The students' weekly appointments with the homebound teacher will count as in-school attendance
- If the student does not comply with scheduled appointments this will result in absences
- The student is responsible for contacting PRS Staff to ensure that she will receive services in a timely matter and reduce absences as well as keep current on assignments
- The students' failure to contact PRS staff will delay services and affect their truancy and grade status

## ***PRS Homebound Teacher Procedures***

Prior to the students' delivery date, the PRS homebound teacher should meet with the student to introduce themselves and provide the student with the following information:

- to-do-list
- homebound teacher contact information/card
- discuss the procedures to follow when they deliver
- have student sign and return the Homebound Teacher/Student Agreement

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- answer any questions

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

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

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

- I. Complete Pregnancy Related Services (PRS) & CEHI Record Page 1 & 2
- II. Send PRS administrative personnel and liaison an email and attach the PRS & CEHI Record Page
  - a. Be sure to include in the email the homebound start and end dates as well as back to school date
- III. Notify the following individuals via email:
  - a. **To** Field: Teachers
  - b. **Cc** Field: Social worker, campus attendance clerk, assistant principal, counselor, nurse, & PRS administrative personnel
- IV. Create a Folder and include the following documents:
  - a. Student profile (from Skyward)
  - b. Student schedule (from Skyward)
  - c. PRS & CEHI Record Page 1
  - d. CEHI Record Page 2
  - e. CEHI (parent permission slip)
  - f. Student/Teacher Acknowledgement of Services
  - g. Homebound Teacher/Student Agreement
  - h. Assignment log
  - i. Appointment schedule
  - j. MapQuest directions with students' name
  - k. Any additional paperwork regarding the student

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**\*\*NOTE:** At the end of the year the Program Manager, Supplemental School Health and Nursing Services will request the folder from the homebound teacher and the campus nurse and incorporate their paperwork to make the folder complete.

- V. Create an email folder with the students' name- this is important so that you can keep all correspondence regarding the student in one location
- VI. Create a word document to document what academic course work is instructed, assigned or completed during the home visits

## ***Notification of Homebound Services to School***

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

## **Initial Email to PRS Administrative Personnel**

*Please see the attached documentation for homebound student Jane Smith. Her homebound dates are:*

**Homebound dates: 02/24/2013-3/01/2013    BTS: 03/04/2013**

## **Initial Request for Assignments:**

*Teachers,*

*Jane Smith has delivered a healthy baby boy, Aevyon 7lb 8ozs. Mother and baby are doing well. I will be serving Jane while on homebound. **She is scheduled to return on 3/04/2013.***

*Please place her assignments, quizzes and tests in the **PRS Homebound Mailbox or via email by Thursday 2/7/14.** I will only see Jane twice per week; therefore, it is very important that you send her work on time so that she has ample time to work on it.*

*If you could **shorten assignments** while still covering the curriculum it would be very much appreciated. Quizzes and tests will be given under test conditions unless you tell me otherwise (open notes etc). Assignments sent home do not have to be the same as those given in class. You may **make any modifications you deem necessary.***

**Homebound dates 2/04/2013- 3/01/2013    BTS: 3/04/2013**

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

## **2<sup>nd</sup> 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 2<sup>nd</sup> request for assignments to the specific teacher and their supervisor. Below is the standard 2<sup>nd</sup> request email which should be used:

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*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. If 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 2<sup>nd</sup> Request for Assignments**. Do not include the students' initials or name due to confidentiality.

## **3<sup>rd</sup> Request for Assignments**

In some instances, you may be required to make a 3<sup>rd</sup> request for assignments from one or more teachers. You should only direct the 3<sup>rd</sup> request for assignments to the specific teacher and their supervisor. Below is the standard 3<sup>rd</sup> 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 teachers' classroom and request the assignments. Please keep in mind that the teachers are instructing their classes and you want to create a minimal distraction at the time of the visit. The homebound teacher should be communicating weekly with the student's teachers.

## **Final Request for Assignments**

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

*Good Afternoon-*

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*Jane is scheduled to return to school on Monday March 4<sup>th</sup>, 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 homebound 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 students' absences in Skyward. If this form is not submitted the student will not be coded in Skyward and will in turn continue to receive truancy calls to their home. The student will also accrue truancy, so please be sure to complete the PRS & CEHI Record as soon as you are provided with the delivery information.

### **PRS & CEHI Record Page 2**

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

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## PLACEMENTS IN DISCIPLINARY SETTINGS

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

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

### ***District Alternative Education Programs – DAEP***

Elementary DAEP is located at Hunters Glen Elementary, Secondary DAEP is located at Ferndell Henry Center for Learning

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

### **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 IEPs were being 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.

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- 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 an MDR staffing and/or MDR ARD meeting.
- The CCC from the DAEP must be invited to the staffing and MDR ARD meeting held at the home campus. The CCC is required to attend the staffing and may attend the ARD.
- 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 students.*
- 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 CBE staff and/or Department Head/ARD Facilitator will coordinate the ARD meeting, and the case manager will be responsible for creating the goals and objectives.
5. It is the home campus’ responsibility to send student state assessment information to the district testing coordinator and the district special education office upon enrollment at JJAEP. The home campus and the teacher(s) at JJAEP shall collaborate when making state assessment recommendations. The CCC/Department Head/ARD Facilitator will communicate the information to the campus testing coordinator.

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## ***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 aReview ARD meeting will be held to transition the student back to his or her home campus. The following will occur:

1. CCC at DAEP will contact ARD Facilitator at High School or Department Head at Middle School to schedule the 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.
4. The DAEP Administrator will serve as the LEA for the ARD, 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:
5. Need for counseling, additional behavior interventions or academic assistance, and if appropriate, assistance for obtaining mental health services.
6. 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

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### ***Program Facts***

<i>Short Name / Acronym</i>	OOD
<i>Contact Information</i>	Abigail Jacobson 281-634-- 8428
<i>Grade Level(s) Served</i>	1 <sup>st</sup> – 12 <sup>th</sup>
<i>Reporting of Grades</i>	Report Card entered by Registrar
<i>Class Assignment</i>	General Education or Special Education
<i>Homeroom Assignment</i>	Case Manager from Zoned Campus

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*Teacher of Record Assignment  
IA / Setting Code*

Special Education Teacher from the Out-of-District placement  
Based on last ARD Meeting held\*  
(ABS-West, Avondale, , Providence, River Oaks Academy, Shiloh (nonpublic), Texana =60; Bayes,  
Avondale (residential), Shiloh (residential) = 50)

*ADA Code*

*(determined by amount of  
services the student receives)*

ABS-West, Avondale, Bayes, Providence, River Oaks Academy,  
Shiloh, Texana, 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.

## ***Prior to Placement***

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

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

## ***Out of District Placement Requirements Prior to Staffing with Out of District Specialist***

The Program Manager for students placed in specialized programs should staff on a regular and consistent basis with campus personnel to target and monitor the student's successes and struggles. If an out of district placement is warranted, the campus personnel should call a staffing with the program manager and review at least six weeks' worth of data that contain the following information. This is not an exhaustive listing, but rather a guidance document to help ensure all lower-level interventions have been utilized before recommending a more restrictive setting.

- Fully self-contained schedule: Since the proposal is to consider placement in one of the most restrictive settings on the continuum, a fully self-contained placement on the campus should be considered prior to ODD recommendation.

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- 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?
- 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 an 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.

After the campus and program manager have staffed, discussed and implemented the above-targeted suggestions, if documentation supports an out of district recommendation, a second staffing should be

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held, which includes the campus personnel, the current program manager, and the Out of District program manager.

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

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

## **ARD Meeting**

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

1. Must initiate and conduct a meeting of the student's ARD committee to develop an IEP for the student.
2. During the ARD process, it must be noted the services that Fort Bend ISD is unable to provide and that the Non-Public Day School will provide through the Out-of-District Supplement.
3. The ARD committee must establish, in writing, criteria and estimated timelines for the student's return to the LEA.
4. The appropriateness of the Non-Public Day School for each student placed shall be documented in the IEP.
5. Fort Bend ISD must make an initial and annual visit to the Non-Public Day School to verify that the day and/or residential Non-Public Day School can, and will, provide the services listed in the student's IEP.

## **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.

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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.
6. 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 asends a copy of the student's grades to the home school's Registrar and a copy of the updated IEP Goals & Objectives to the CCC, DH, ARD Facilitator, and/or Campus Based Special Ed Teacher.
7. While a student is placed out of district, the Program Manager for Out of District 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. 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

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***Program Facts***

*Program Manager* Noelia Castillo

*Contact Information* (281) 634-1681, Office

*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* ADA = 0

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*(determined by amount of services the student receives)*

## **Program Description**

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

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

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

## **2020-2021 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, Auditory Impairment Services

## **Program Goal**

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

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## ***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.

## ***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 CBE or SLP should:

1. Complete the Individual Service Plan (ISP).
2. Write a summary on an Additional Deliberations page.
3. Have parent complete an enrollment packet.

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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.

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

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### ***Program Facts***

<i>Short Name / Acronym</i>	PPCD (ECSE)
<i>Program Manager</i>	Tanya Aggison
<i>Contact Information</i>	281-634-9856 281-327-2807 Fax
<i>Program Specialist</i>	Alexis Rosales
<i>Grade Level(s) Served</i>	EE, PK, K
<i>Reporting of Grades</i>	IEP Goals & Objectives Updates only
<i>Campuses:</i>	ECSE Program Sites (Half Day E2/E3 and Full Day E4/PK)

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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***

Preschool Programs for Children with Disabilities include a range of services available for children who are ages 3-5 and who qualify for special education services. The 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.

## ***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

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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.

## ***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

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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. 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.

## ***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.

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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.

## ***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

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## ***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.

## ***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 ages 3, 4, or 5 has been found eligible and placed in Special Education. Assessment must also be conducted, and results recorded on the COSF after a student ages 3, 4, or 5 has transferred into Special Education from another district.

Exit data is collected by the teacher of record and reported for students with entry data who have been in the PPCD/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 ages 3, 4, or 5 has:

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- 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.

## ***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 a 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 Truth North Logic located under the Staff tab on the FBISD website.

### **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.

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## RESOURCE

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### ***Program Facts***

<i>Program Manager</i>	Amy Carney-Elementary
<i>Contact Information</i>	281-634-1081
<i>Program Manager</i>	Yvonne Fields-Secondary
<i>Contact Information</i>	281-634-5049
<i>Program Specialists Elementary</i>	Dawn Clem, Shavonta Crawford, and Dawni Kitchen <del>ShaVonne Obisike Ironche</del> , Michele Miller
<i>Program Specialists Secondary</i>	Joyce Arthur, Courtney Hardy, and Paul Wilborn <del>Reba Brown and Sherry Lott</del> , Brian Tolston
<i>Grade Level(s) Served</i>	K - 12th
<i>Reporting of Grades</i>	Progress Reports and Report Card
<i>IA / Setting Code</i>	Based on the last ARD meeting held
<i>ADA Code</i>	Full Day (At least 4 hours each school day)à ADA = 1

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*(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**

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

## **Program Goal**

The goal of the Resource Program is to provide students who receive special education services with the necessary academic tools and interventions through vertically aligned TEKS and IEP goals to target critical areas of need and make progress toward grade level curriculum.

## **Program Supports**

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

## **Program Structure**

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

## **Addressing Program LRE**

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

## **Procedures for Considering Placement**

A student must be eligible for Special Education services to receive support from Resource services. Before recommending Resource Services

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- 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 that require him/her to be removed from the general education classroom.

## ***Program Components / Critical Elements***

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

## **Classroom Arrangement**

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

## **Student considerations:**

1. The age of the students.
2. The number of students in the classroom at any given time.
3. The types of activities in which the students will participate.
4. Special needs of any student.

## **Suggested classroom design:**

1. Have various work areas such as tables, desks, carrels for example.
2. Label materials and stations to be accessed by students and have procedures in place.
3. Keep high traffic areas clear.
4. Teacher should be able to see all students from every area in the classroom.
5. Have classroom rules, expectations, and schedule visible for all students to see.

## ***Special Education Teacher / Paraprofessional Communication***

The Resource teacher is responsible for collaboration with paraprofessionals working with Resource students; communication should be frequent and ongoing. The Resource teacher is expected to regularly collaborate with paraprofessionals assigned to work with students in Resource. Among other activities, collaboration could include outlining of classroom activities, preparing the classroom schedule, planning for specific student academic and behavior needs, implementing instructional and behavioral interventions, and data collection. The Resource teacher should regularly schedule classroom meetings with paraprofessional staff to communicate relevant information and address any classroom or student concerns. The teacher should develop the paraprofessional schedule at the start of the school year and update as student needs develop during the school year. Communication to the parents should come from the teacher not the paraprofessional.

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## ***Classroom Management***

Classroom Management in Resource is the responsibility of the Resource Teacher. CHAMPs is the district-wide model for classroom management and should be implemented at the beginning of the school year and before each activity throughout the school day. Resource classroom expectations (e.g., rules, routines, procedures, and behavior expectations) should be modeled by special education staff. Students who are in Resource should be taught the rules and procedures for the Resource classroom, along with the consequences and rewards for behavior. The rules and procedures should be posted in the classroom visible for all students to see. In addition, students who have a behavior intervention plan will have information regarding specific behavior supports and systems that should be utilized.

## ***Instruction***

The special education classroom teacher is the instructional leader for the Resource class and should always lead the delivery of the instruction. Instruction in the Resource Program is specially designed, individualized, differentiated, and student-centered based on student's IEP goals and objectives. Each student's IEP should be addressed and adequate educational progress should occur.

## ***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 1<sup>st</sup> (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.

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 the framework of the Resource program. The Texas Essential

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Knowledge and Skills (TEKS) should be followed. The student in the Resource program should have access to the full range of their grade-level curriculum. Instructional accommodations and modifications should be implemented as outlined by each student's Admission, Review and Dismissal committee.

## ***Documenting Student Progress***

The Resource Teacher should regularly document student progress on IEP goals and objectives in SUCCESS ED. Documentation of services is submitted via Onward. Additional information regarding Onward can be found in Section 8 of the Administrative Procedures. The Resource Teacher should also collect work samples (benchmarks, classwork, homework, projects, writing samples, etc.) from each Resource student. ELEMENTARY TEACHERS: If a student has instruction in both general education and resource for a specific subject, both general education and special education teacher will maintain the grades.

## ***Staff Expectations***

Staff Development expectations for Resource Teachers are:

1. Attend Job-Alike meetings regularly (dates and times will be given by the Special Education Specialist assigned to the campus at the beginning of the school year)
2. Attend campus grade-level content meetings.
3. Attend district-level curriculum trainings.
4. Attend district level trainings that help support students who receive special education services. These trainings are offered throughout the entire school year and summer months. (Example: Professional Development Trainings.)
5. After an Annual or Brief ARD, it is the Case Manager's responsibility to distribute and discuss the student's updated IEP to all teachers that provide support to the student at the beginning of the school year and throughout the year as ARDs occur.

## ***Campus Administrator Expectations***

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

## ***Critical Elements Observation Form***

See Appendix for Critical Elements Checklist for Resource program.

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## Structured Therapeutic Educational Program

<b>Program Facts</b>	STEP
<i>Short Name / Acronym</i>	
<i>Program Supervisor</i>	Dominion Southall
<i>Program Support Staff</i>	Shandra Phillips-Executive Assistant Candice Charles-Board Certified Behavior Analyst (BCBA) Frantina Benson- Licensed Social Worker
<i>Contact Information</i>	281-634-3341
<i>Grade Level(s) Served</i>	K -12
<i>Reporting of Grades</i>	Report Card + IEP Goals & Objectives Updates in Success Ed
<i>Class Assignment</i>	General Education or Special Education
<i>Homeroom Assignment</i>	General Education or Special Education Teacher
<i>Teacher of Record Assignment</i>	Based on Class Assignment
<i>IA / Setting Code</i>	Based on last ARD Meeting held*
<i>ADA Code</i>	Full Day (At least 4 hours each school day) ADA = 1
<i>(determined by amount of services the student receives)</i>	Half Day (At least 2 hours but fewer than 4 each school day) ADA = 2
<i>Program Location</i>	Fort Bend ISD Education Complex 1555 Independence Blvd. Missouri City, TX 77489

\*ARD Committee makes final decision

### **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 skill throughout the school day. STEP staff are required to complete a 40-hour behavior training, a 2-day behavior boot camp 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.

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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.

Our 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.***

## ***Program Mission/ Vision***

Our mission 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 that 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.

Our 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

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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.

## ***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.

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## ***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 less 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.

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## ***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.

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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. 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.
4. Behavior is managed and modified through direct teaching of desired behavior.
5. Positive reinforcement systems are in place and individualized to student needs. Consequences for behavior are clearly identified and developmentally appropriate.
6. Research-based interventions are used/observed.
7. The prompting sequence/hierarchy is used.
8. 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 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 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.

Reinforcement takes two primary forms:

3. Positive Reinforcement: Something preferred/desired is provided following a

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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.

4. **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

## ***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.

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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. 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***

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.

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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:

2. Numerous tasks and activities are age-appropriate and functional, and based on the specific needs of each student.
3. Social, play and leisure skills are taught and reinforced in a way that is developmentally but age-appropriate for each student.
4. 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.

## ***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.

4. The teacher should demonstrate an extensive knowledge of each student's IEP and BIP.
5. 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.
6. Lesson plans and activities are aligned with grade-level topics and individualized IEPs.

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7. Student assessment, present levels of performance, goals, and instruction are all linked.
8. 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 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.

# V – Instructional Service Delivery Models

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## ***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.

## **SPEECH ONLY**

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### ***Program Facts***

*Lead SLP*

LeAnne Parker

*Contact Information*

(281) 634-2943, Office

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

# V – Instructional Service Delivery Models

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- 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.

## SUCCEEDING in ACADEMIC and INDEPENDENT LIVING SKILLS

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### **Program Facts**

*Short Name / Acronym*

SAILS

*Program Managers*

Caroline Faison-Elementary

(281)634-1399

Rebecca Kaminski -Secondary

(281)63-6420

*Program Specialists*

Breana Fausett-Elementary

Chandeep Kohli-Elementary

Debbie Jebbia-Secondary

Katherine Krueger-Secondary

Chris Bowie-Secondary

*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

*K-5 Elementary Locations*

Barrington Place, Blue Ridge, Brazos Bend, Briargate, Burton, Colony Meadows, Commonwealth, Cornerstone, Drabek, Dulles, Fleming, Glover, Goodman, Heritage Rose, Holley, Hunters Glen, Jones, Jordan, , Leonetti, Lexington Creek, Madden, Malala, Mission Bend, Mission Glen, Mission West, Neill, Oakland, Oyster Creek, Palmer, Parks, Patterson, Pecan Grove, Quail

# V – Instructional Service Delivery Models

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Valley, Ridgeway, Scanlan Oaks, Seguin, Settlers Way, Sienna Crossing, Sullivan, Townewest

\*Campuses may fluctuate during the school year, but these are the anticipated campuses for the 2020-2021 school year.

*6-8 Middle School Locations*

All middle school campuses

*9-12 High School Locations*

All high school campuses

\*ARD Committee makes final decision

## ***Program Description***

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

## ***Program Goal***

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

## ***Program Objectives***

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

## ***Program Supports***

The SAILS program is supported by special education teachers, general education teachers, paraprofessionals, related & instructional services providers (Speech, OT, PT, O&M, in-home and parent trainers, counseling, school health, assistive technology specialists, transportation, Adapted PE, 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.

# V – Instructional Service Delivery Models

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

## ***Addressing LRE***

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

## ***Procedures for Considering Placement***

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

## ***Program Components / Critical Elements***

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

## ***Classroom Learning Environment***

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

## ***Physical Arrangement***

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

- Place materials to be accessed by students in areas away from where other students are working
- Place materials needed for the teaching lesson near areas where you conduct instruction

# V – Instructional Service Delivery Models

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- 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.

## ***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.

# V – Instructional Service Delivery Models

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- How to utilize/implement all Assistive Technology in the classroom and listed in the students ARD paperwork.
- How to apply effective principles of Non-Violent Crisis Intervention (CPI) for students who demonstrate aggressive behavior and who may require verbal de-escalation and/or physical restraint.
- How to use an established schedule for supervising students both inside and outside of the classroom.

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

## ***General Description of Paraprofessional Duties***

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

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

## ***Instruction***

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

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

## ***Curriculum***

### **Academic**

Academic instruction in a SAILS classroom is based on the Texas Essential Knowledge and Skills (TEKS). SAILS teachers utilize the TEKS Vertical Alignment and TEKS Curriculum Frameworks available on the TEA website as well as the Fort Bend ISD district curriculum supports which

# V – Instructional Service Delivery Models

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identify the curriculum areas addressed at each grade level and the grading period they are addressed. Academic and functional tasks for each student are individualized based on student need. Fort Bend ISD provides a variety of research and standards-based curriculum materials for teachers to use.

## **Unique Learning System**

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

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

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

## **Social Skills**

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

## **Community-Based Instruction (CBI)**

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

## ***Individual Education Plans (IEPs)/Lesson Plans***

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

# V – Instructional Service Delivery Models

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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.

## **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 1<sup>st</sup> (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.

# V – Instructional Service Delivery Models

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## ***Assessment***

All students in SAILS classes must be assessed before their annual ARD to determine their present levels of academic achievement and functional performance (PLAAFP). The information, along with IEP progress, will be used to guide the teacher in developing IEP goals and objectives for the annual ARD. SAILS teachers will use the Brigance and/or Unique GPS as their primary assessment tool and can use additional assessment tools to supplement the information, when needed. The assessment protocol must be included in the portfolio as the student changes schools or programs in order to track progress across the student's educational career.

## ***Behavior/Classroom Management***

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

- systemic and individualized strategies based on an extensive body of research-based practices
  - prevention-based approach for all students
  - teaching academic, social and behavioral expectations
  - culturally appropriate practices
  - a positive approach to shaping behavior
  - an orderly, structured classroom environment
1. Visuals regarding classroom rules and expectations are posted in the classroom where they are visible to the students. Rules are explicitly taught in a way that the students understand. All classroom staff members are responsible for teaching the rules and procedures to the students.
  2. Behavior management is consistent across classroom staff members.
  3. An individualized behavior management system for each student is in place, based on the BIP, as determined by the student's ARD committee.
    - f) Behavior is managed and modified through direct teaching of desired behavior.
    - g) Positive reinforcement systems are in place and individualized to student needs. Consequences for behavior are clearly identified, and developmentally appropriate.
    - h) Research based interventions are used/observed.
    - i) The prompting sequence/hierarchy is used.
    - j) Data is collected a minimum of two times per week and data is analyzed to determine if interventions are working.

## ***Staff Development Expectations***

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

# V – Instructional Service Delivery Models

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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.

## VOCATIONAL EXPERIENCE

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### ***Program Facts***

<i>Short Name / Acronym</i>	VOC EXP
<i>Program Manager</i>	Darin Quintero
<i>Contact Information</i>	281-634-2121
<i>Program Specialist</i>	Debbie Jebbia, Katherine Krueger, Chris Bowie
<i>Grade Level(s) Served</i>	11 <sup>th</sup> – 12 <sup>th</sup> Grades and 18+
<i>Reporting of Grades</i>	Report Card and IEP Goals & Objectives Updates in Success Ed
<i>Class Assignment</i>	Transition Teacher
<i>Homeroom Assignment</i>	Special Education Teacher or General Education Teacher

# V – Instructional Service Delivery Models

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<i>Teacher of Record Assignment</i>	Transition Teacher
<i>IA / Setting Code</i>	08
<i>ADA Code</i>	Full Day (At least 4 hours each school day) ADA = 1
<i>(determined by amount of services the student receives)</i>	Half Day (At least 2 hours but fewer than 4 each school day) ADA = 2
<i>High School Location(s)</i>	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.

## ***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.

# V – Instructional Service Delivery Models

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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. 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-disabled peers in the community to the maximum extent possible.

## ***Procedures for Considering Placement***

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

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

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

## ***Classroom Learning Environment***

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

## ***Transition Teacher/Job Coach Communication***

Communication between the transition teacher and job coach is appropriate and effective.

## ***Instruction***

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

## ***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

# V – Instructional Service Delivery Models

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- Assessment
  - Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs
  - There is a clear link between the assessment and the PLAAFP

## ***Behavior/Classroom Management***

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

## ***Staff Development Expectations***

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

### **Job a Like**

Transition teachers are expected to attend Job a Like meetings. These meetings will provide teachers with information and staff development regarding best practices for working with students receiving 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.

# Appendix-Section 5

INSPIRE • EQUIP • IMAGINE



















Teacher Name: \_\_\_\_\_

Campus: \_\_\_\_\_

ABC Critical Elements					
Classroom Learning Environment					
	T TESS Domain	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Notes/Comments
1. Students are actively involved in learning with minimal unstructured time	1.1 3.1 3.3				
2. Students are taught to make independent choices	3.1 3.2				
3. Flexible instructional arrangement – <b>students rotate</b> through instructional areas. Transition signal used to indicate transition.	2.4 3.1 3.3				
4. Materials are prepared, organized and accessible for teachers and students throughout the day.	1.1 1.4 3.1				
5. Time is allotted in the daily schedule/rotations for independent work.	3.3				
6. Furniture arranged to clearly define classroom areas (e.g., direct instruction, small group, whole group, independent work areas, centers/stations).	3.1				
7. Classroom areas are modified for sensory issues (i.e. auditory and visual) when necessary.	3.1 3.3				
8. Use of Schedules					
◆ A classroom schedule is posted and reflects the core content areas (ELAR, Math, Science, Social Studies, outclass). Classroom activities reflect the daily schedule (Math= math activities; science= science activities, etc.)	3.2				
◆ Individual student schedules reflect daily, flexible instructional arrangements	3.1				
◆ Student schedules are meaningful and developmentally appropriate for each student (pictures, icons, words, phrases, etc.)	2.4 3.1				
◆ Evidence exists that student schedules are routinely used.	3.1				
◆ Classroom routines and activities promote student independence.	1.4 2.1				
◆ Posted schedules make it clear where all students are located at all times, whether in or out of the classroom.	1.1 3.1				
◆ Schedules are being followed throughout the day.	3.1				
<b>KEY: 0=Not Evident, 1=In progress: &lt;half at any given time or Artifacts Only, 2=In progress: &gt;half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others</b>					
Teacher/Para-Educator Communication					
9. Communication between the teacher and para-educators is relevant to work and appropriate for school environment.	4.1				
10. Teacher and para-educator and related service schedules are posted. Classroom staff schedules include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses.	3.1 3.2				
11. Teacher and para-educators follow an established schedule for supervising students both inside and outside the classroom (e.g., lunch, PE, recess, outclass).	3.1 3.2				
12. Teacher communicates regularly with all staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented.	4.1				
13. Behavior management is consistent across classroom staff members.	3.2 4.1				
14. Teacher and para-educators circulate and supervise all students.	3.1 4.1				
<b>Key: 0=Not Evident, 1=In progress: staff behavior is highly variable, 2=In progress: the majority of staff meet expectations, 3=Mastery: all staff meet expectations, 4=Mentor level, ready to train others</b>					

Teacher Name: \_\_\_\_\_

Campus: \_\_\_\_\_

Instruction					
	T TESS Domain	Teacher Self Rating	Visit Date:	Visit Date:	Notes/Comments
<b>15. Curriculum:</b>					
◆ Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum. (program guides; At a Glance)	1.1 2.2				
◆ Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction.	2.2				
<b>16. Social Skills</b>					
◆ Social skills instruction is integrated throughout the day using a variety of interventions including social narratives, role play, video modeling, live modeling, peer training, and use of the prompting procedures.	2.1 3.1 3.3				
◆ Social, play and leisure skills are taught and reinforced in a way that is developmentally appropriate for each student	2.1 2.4 3.1 3.3				
◆ Social Skills are taught and reinforced in a way that is developmentally appropriate for each student.					
<b>17. Individualized Instruction</b>					
◆ Tasks and activities are age appropriate, functional, and based on needs of each student.	1.1 1.3 2.2 2.4				
◆ Work systems are developed and used for each student to teach independent work and are changed out frequently.	1.3 1.4 2.1				
◆ AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)	1.1 1.4 2.4				
<b>18. Communication</b>					
◆ Each student has a way to communicate basic wants and needs throughout the day (e.g. picture exchange, sign, communication boards, AT).	2.3 2.4				
◆ The teacher implements AT recommendations approved by the ARD committee.	1.1 1.4 2.4				
◆ Environment and activities are manipulated to provide communication opportunities (i.e. sabotage – require student to request).	1.4 2.5				
<b>KEY: 0=Not Evident, 1=In progress: Materials or Artifacts Only, 2=In progress: Limited/Inconsistent, some areas or activities, 3=Mastery: widespread pervasive practice, 4=Mentor Level: Ready to train others</b>					
Individual Education Plans (IEPs) and Lesson Plans					
19. Teacher has extensive knowledge of each student's IEP and BIP.	1.3 2.1 2.2				
20. Lesson plans and activities are aligned with grade level topics and individualized IEPs.	1.1 1.3				
21. The learning objectives addressed in the lessons show a clear link to general education 'Standards' through prerequisite skills: <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	1.1 1.3				
22. Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives. Information in the portfolio includes:	1.2 2.4				
◆ Legal documents (ARD, IEP, BIP, Autism Supplement, Personal Care Supplement, Parent Communication Log)					
◆ Assessment records (Brigance, ABLLS, DRA2, PAPI, KeyMath, iReady, etc.)	1.2				
◆ Work samples/product					
◆ Related service log					
◆ Data collection					
<b>23. Documentation and Grading</b>					
◆ Data are collected and analyzed two times per week to monitor progress toward IEP objectives.	1.2 2.5				

Teacher Name: \_\_\_\_\_

Campus: \_\_\_\_\_

ABC Critical Elements (3)					
	T TESS Domain	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Notes/Comments
◆ The data is reflected in numerical percentages or trials and is easily interpreted.	1.2 2.5				
◆ Adjustments are made in teaching strategies if data reflects limited progress	1.2 2.5				
◆ Teacher regularly documents student progress on IEP goals and objectives in electronic system	1.2				
◆ Teachers follow FBISD grading policies.	4.1				
◆ Teacher and parent use a communication report or journal regularly (at least weekly)	2.3 4.4				
<b>24. Assessment</b>					
◆ Curriculum Based Assessment (i.e., ABLLS, Brignace, social skills) has been administered to students prior to annual ARD meetings (current ARD year).	1.2				
◆ There is a clear link between the assessment and the PLAAFP.	2.2				
◆ Teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.	2.3 4.4				
<b>KEY: 0=Not Evident, 1=In progress: Materials or Artifacts Only, 2=In progress: Limited/Inconsistent, some areas or activities, 3=Mastery: widespread pervasive practice, 4=Mentor Level: Ready to train others</b>					
Behavior Management					
25. Classroom rules/CHAMPS expectations are clearly visible and explicitly taught in a way that the students will understand.	3.1 3.2				
26. Behavior management is consistent across classroom staff members.	3.2				
27. An individualized behavior management system for each student is in place, based on the BIP	2.4 3.2				
◆ Behavior is managed and modified through direct teaching of desired behavior.	2.4 2.5 3.2				
◆ Positive reinforcement systems are used (tangibles, primary and secondary reinforcement, first/then, penny board, sticker charts, token economy, etc.)	3.2				
◆ Effective interventions are used/observed	1.1 2.5 3.2				
◆ Prompting sequence is being utilized	3.2				
◆ Data collection system is in place and data is analyzed to determine if interventions are working	1.2 2.5				
<b>Key: 0=Not evident, 1=In progress: staff can verbalize but limited implement, 2=In progress: limited, some activities, 3=Mastery: Widespread pervasive use, 4=Mentor Level: Ready to train others</b>					

Teacher Name: \_\_\_\_\_

Campus: \_\_\_\_\_

ABC Critical Elements					
Classroom Learning Environment					
	T TESS Domain	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Notes/Comments
1. Students are actively involved in learning with minimal unstructured time	1.1 3.1 3.3				
2. Students are taught to make independent choices	3.1 3.2				
3. Flexible instructional arrangement – <b>students rotate</b> through instructional areas. Transition signal used to indicate transition.	2.4 3.1 3.3				
4. Materials are prepared, organized and accessible for teachers and students throughout the day.	1.1 1.4 3.1				
5. Time is allotted in the daily schedule/rotations for independent work.	3.3				
6. Furniture arranged to clearly define classroom areas (e.g., direct instruction, small group, whole group, independent work areas, centers/stations).	3.1				
7. Classroom areas are modified for sensory issues (i.e. auditory and visual) when necessary.	3.1 3.3				
8. Use of Schedules					
◆ A classroom schedule is posted and reflects the core content areas (ELAR, Math, Science, Social Studies, outclass). Classroom activities reflect the daily schedule (Math= math activities; science= science activities, etc.)	3.2				
◆ Individual student schedules reflect daily, flexible instructional arrangements	3.1				
◆ Student schedules are meaningful and developmentally appropriate for each student (pictures, icons, words, phrases, etc.)	2.4 3.1				
◆ Evidence exists that student schedules are routinely used.	3.1				
◆ Classroom routines and activities promote student independence.	1.4 2.1				
◆ Posted schedules make it clear where all students are located at all times, whether in or out of the classroom.	1.1 3.1				
◆ Schedules are being followed throughout the day.	3.1				
<b>KEY: 0=Not Evident, 1=In progress: &lt;half at any given time or Artifacts Only, 2=In progress: &gt;half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others</b>					
Teacher/Para-Educator Communication					
9. Communication between the teacher and para-educators is relevant to work and appropriate for school environment.	4.1				
10. Teacher and para-educator and related service schedules are posted. Classroom staff schedules include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses.	3.1 3.2				
11. Teacher and para-educators follow an established schedule for supervising students both inside and outside the classroom (e.g., lunch, PE, recess, outclass).	3.1 3.2				
12. Teacher communicates regularly with all staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented.	4.1				
13. Behavior management is consistent across classroom staff members.	3.2 4.1				
14. Teacher and para-educators circulate and supervise all students.	3.1 4.1				
<b>Key: 0=Not Evident, 1=In progress: staff behavior is highly variable, 2=In progress: the majority of staff meet expectations, 3=Mastery: all staff meet expectations, 4=Mentor level, ready to train others</b>					

Teacher Name: \_\_\_\_\_

Campus: \_\_\_\_\_

Instruction					
	T TESS Domain	Teacher Self Rating	Visit Date:	Visit Date:	Notes/Comments
<b>15. Curriculum:</b>					
◆ Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum. (program guides; At a Glance)	1.1 2.2				
◆ Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction.	2.2				
<b>16. Social Skills</b>					
◆ Social skills instruction is integrated throughout the day using a variety of interventions including social narratives, role play, video modeling, live modeling, peer training, and use of the prompting procedures.	2.1 3.1 3.3				
◆ Social, play and leisure skills are taught and reinforced in a way that is developmentally appropriate for each student	2.1 2.4 3.1 3.3				
◆ Social Skills are taught and reinforced in a way that is developmentally appropriate for each student.					
<b>17. Individualized Instruction</b>					
◆ Tasks and activities are age appropriate, functional, and based on needs of each student.	1.1 1.3 2.2 2.4				
◆ Work systems are developed and used for each student to teach independent work and are changed out frequently.	1.3 1.4 2.1				
◆ AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)	1.1 1.4 2.4				
<b>18. Communication</b>					
◆ Each student has a way to communicate basic wants and needs throughout the day (e.g. picture exchange, sign, communication boards, AT).	2.3 2.4				
◆ The teacher implements AT recommendations approved by the ARD committee.	1.1 1.4 2.4				
◆ Environment and activities are manipulated to provide communication opportunities (i.e. sabotage – require student to request).	1.4 2.5				
<b>KEY: 0=Not Evident, 1=In progress: Materials or Artifacts Only, 2=In progress: Limited/Inconsistent, some areas or activities, 3=Mastery: widespread pervasive practice, 4=Mentor Level: Ready to train others</b>					
Individual Education Plans (IEPs) and Lesson Plans					
19. Teacher has extensive knowledge of each student's IEP and BIP.	1.3 2.1 2.2				
20. Lesson plans and activities are aligned with grade level topics and individualized IEPs.	1.1 1.3				
21. The learning objectives addressed in the lessons show a clear link to general education 'Standards' through prerequisite skills: <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	1.1 1.3				
22. Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives. Information in the portfolio includes:	1.2 2.4				
◆ Legal documents (ARD, IEP, BIP, Autism Supplement, Personal Care Supplement, Parent Communication Log)					
◆ Assessment records (Brigance, ABLLS, DRA2, PAPI, KeyMath, iReady, etc.)	1.2				
◆ Work samples/product					
◆ Related service log					
◆ Data collection					
<b>23. Documentation and Grading</b>					
◆ Data are collected and analyzed two times per week to monitor progress toward IEP objectives.	1.2 2.5				

Teacher Name: \_\_\_\_\_

Campus: \_\_\_\_\_

ABC Critical Elements (3)					
	T TESS Domain	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Notes/Comments
◆ The data is reflected in numerical percentages or trials and is easily interpreted.	1.2 2.5				
◆ Adjustments are made in teaching strategies if data reflects limited progress	1.2 2.5				
◆ Teacher regularly documents student progress on IEP goals and objectives in electronic system	1.2				
◆ Teachers follow FBISD grading policies.	4.1				
◆ Teacher and parent use a communication report or journal regularly (at least weekly)	2.3 4.4				
<b>24. Assessment</b>					
◆ Curriculum Based Assessment (i.e., ABLLS, Brignace, social skills) has been administered to students prior to annual ARD meetings (current ARD year).	1.2				
◆ There is a clear link between the assessment and the PLAAFP.	2.2				
◆ Teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.	2.3 4.4				
<b>KEY: 0=Not Evident, 1=In progress: Materials or Artifacts Only, 2=In progress: Limited/Inconsistent, some areas or activities, 3=Mastery: widespread pervasive practice, 4=Mentor Level: Ready to train others</b>					
Behavior Management					
25. Classroom rules/CHAMPS expectations are clearly visible and explicitly taught in a way that the students will understand.	3.1 3.2				
26. Behavior management is consistent across classroom staff members.	3.2				
27. An individualized behavior management system for each student is in place, based on the BIP	2.4 3.2				
◆ Behavior is managed and modified through direct teaching of desired behavior.	2.4 2.5 3.2				
◆ Positive reinforcement systems are used (tangibles, primary and secondary reinforcement, first/then, penny board, sticker charts, token economy, etc.)	3.2				
◆ Effective interventions are used/observed	1.1 2.5 3.2				
◆ Prompting sequence is being utilized	3.2				
◆ Data collection system is in place and data is analyzed to determine if interventions are working	1.2 2.5				
<b>Key: 0=Not evident, 1=In progress: staff can verbalize but limited implement, 2=In progress: limited, some activities, 3=Mastery: Widespread pervasive use, 4=Mentor Level: Ready to train others</b>					

ATS Services Classroom Critical Elements	Teacher Self Rating	1 <sup>st</sup> Visit	Follow up	Notes/Comments
<b>Class-Site Learning Environment</b>				
1. Team members are actively involved in age appropriate meaningful activities.				
2. Flexible instructional arrangements				
<ul style="list-style-type: none"> <li>◆ Community Based Instruction and Work Place Learning in the community based on post-secondary goals</li> </ul>				
<ul style="list-style-type: none"> <li>◆ Campus Based Vocational Instruction in areas outside of the classroom based on post-secondary goals.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ Different vocational stations setup throughout the classroom based on post-secondary goals</li> </ul>				
3. Materials are prepared, organized and accessible for supervisors and team members throughout the day.				
4. Use of Schedules				
<ul style="list-style-type: none"> <li>◆ A work schedule is posted and reflects the core areas of Vocational/Training/Education/Independent Living Skills based on individual post-secondary goals.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ Work routines and training activities promote adult independence.</li> </ul>				
<b>Supervisor/Assistant Supervisors Communication</b>				
5. Communication between the Supervisor and Assistant Supervisor is appropriate and effective.				
6. Supervisor and Assistant Supervisors schedules are posted which include: classroom training, campus job coaching, independent jobs, rotations, lunch breaks, planning periods, etc.				
7. Supervisor and Assistant Supervisors follow an established schedule for supervising adults both inside and outside the classroom site.				
8. Supervisor communicates regularly with staff to ensure that information related to Post Secondary goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented.				
<b>Instruction</b>				
9. Curriculum:				
<ul style="list-style-type: none"> <li>◆ Unique-Transition</li> </ul>				
<ul style="list-style-type: none"> <li>◆ 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.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ Vocational/Training/Education/Independent Living Skills will be taught throughout the day using a variety of resources including CBVI, CBI, and WPL.</li> </ul>				
10. Individualized Instruction				
<ul style="list-style-type: none"> <li>◆ Tasks and activities are age appropriate, functional, and based on needs of each student. (Post-Secondary Goals)</li> </ul>				
<ul style="list-style-type: none"> <li>◆ Presentation supports and manipulative materials are provided for students that need multi-modal instruction.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ Student response modes are tailored to individual needs.</li> </ul>				
11. Assistive Technology				
<ul style="list-style-type: none"> <li>◆ The Supervisor implements AT recommendations determined by the IEP committee.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)</li> </ul>				
<ul style="list-style-type: none"> <li>◆ All students who are non-verbal or have limited verbal communication skills have a personalized communication system in place (low tech).</li> </ul>				

ATS Classroom Critical Elements	Teacher Self Rating	1 <sup>st</sup> Visit	Follow up	Notes/Comments
<b>Individual Education Plans (IEPs) and Lesson Plans</b>				
12. Teacher has extensive knowledge of each student's IEP and BIP.				
13. Lesson plans and activities are aligned with postsecondary goals from each student's individualized IEPs.				
14. The learning objectives addressed in the lessons show a clear link to each student's postsecondary goals: <input type="checkbox"/> Vocational <input type="checkbox"/> Training <input type="checkbox"/> Independent Living Skills <input type="checkbox"/> Community <input type="checkbox"/> Social Skills				
15. Teacher maintains a portfolio for each team member which documents progress toward mastery of post-secondary goals. Information in the portfolio includes:				
◆ Legal documents (ARD, IEP, BIP, Autism Supplement, Personal Care Supplement, Parent Communication Log)				
◆ Assessment records (Unique, Brigance, Task Analysis on individual task, etc.)				
◆ Work samples				
◆ Related service log				
16. Data Collection				
◆ Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives.				
◆ The data is reflected in numerical percentages or trials and is easily interpreted.				
◆ Teachers follow FBISD grading policies.				
17. Assessment				
◆ Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.				
◆ There is a clear link between the assessment and the PLAAFP.				
<b>Behavior Management</b>				
18. Classroom rules/CHAMPS expectations are clearly visible and explicitly written in a way that the students will understand.				
19. An individualized behavior management system for each student is in place, based on the BIP				
◆ Positive reinforcement systems are used (first/then, penny board, sticker charts, token economy, etc.)				
◆ Effective interventions are used/observed				
◆ Use of prompting sequence				
◆ Data collection system is in place and data is analyzed to determine if interventions are working				

Rating Scale: (0) Not evident (1) Some evidence/in progress, (2) Evident

ATS Services Classroom Critical Elements	Teacher Self Rating	1 <sup>st</sup> Visit	Follow up	Notes/Comments
<b>Class-Site Learning Environment</b>				
1. Team members are actively involved in age appropriate meaningful activities.				
2. Flexible instructional arrangements				
<ul style="list-style-type: none"> <li>◆ Community Based Instruction and Work Place Learning in the community based on post-secondary goals</li> </ul>				
<ul style="list-style-type: none"> <li>◆ Campus Based Vocational Instruction in areas outside of the classroom based on post-secondary goals.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ Different vocational stations setup throughout the classroom based on post-secondary goals</li> </ul>				
3. Materials are prepared, organized and accessible for supervisors and team members throughout the day.				
4. Use of Schedules				
<ul style="list-style-type: none"> <li>◆ A work schedule is posted and reflects the core areas of Vocational/Training/Education/Independent Living Skills based on individual post-secondary goals.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ Work routines and training activities promote adult independence.</li> </ul>				
<b>Supervisor/Assistant Supervisors Communication</b>				
5. Communication between the Supervisor and Assistant Supervisor is appropriate and effective.				
6. Supervisor and Assistant Supervisors schedules are posted which include: classroom training, campus job coaching, independent jobs, rotations, lunch breaks, planning periods, etc.				
7. Supervisor and Assistant Supervisors follow an established schedule for supervising adults both inside and outside the classroom site.				
8. Supervisor communicates regularly with staff to ensure that information related to Post Secondary goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented.				
<b>Instruction</b>				
9. Curriculum:				
<ul style="list-style-type: none"> <li>◆ Unique-Transition</li> </ul>				
<ul style="list-style-type: none"> <li>◆ 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.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ Vocational/Training/Education/Independent Living Skills will be taught throughout the day using a variety of resources including CBVI, CBI, and WPL.</li> </ul>				
10. Individualized Instruction				
<ul style="list-style-type: none"> <li>◆ Tasks and activities are age appropriate, functional, and based on needs of each student. (Post-Secondary Goals)</li> </ul>				
<ul style="list-style-type: none"> <li>◆ Presentation supports and manipulative materials are provided for students that need multi-modal instruction.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ Student response modes are tailored to individual needs.</li> </ul>				
11. Assistive Technology				
<ul style="list-style-type: none"> <li>◆ The Supervisor implements AT recommendations determined by the IEP committee.</li> </ul>				
<ul style="list-style-type: none"> <li>◆ AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)</li> </ul>				
<ul style="list-style-type: none"> <li>◆ All students who are non-verbal or have limited verbal communication skills have a personalized communication system in place (low tech).</li> </ul>				

ATS Classroom Critical Elements	Teacher Self Rating	1 <sup>st</sup> Visit	Follow up	Notes/Comments
<b>Individual Education Plans (IEPs) and Lesson Plans</b>				
12. Teacher has extensive knowledge of each student's IEP and BIP.				
13. Lesson plans and activities are aligned with postsecondary goals from each student's individualized IEPs.				
14. The learning objectives addressed in the lessons show a clear link to each student's postsecondary goals: <input type="checkbox"/> Vocational <input type="checkbox"/> Training <input type="checkbox"/> Independent Living Skills <input type="checkbox"/> Community <input type="checkbox"/> Social Skills				
15. Teacher maintains a portfolio for each team member which documents progress toward mastery of post-secondary goals. Information in the portfolio includes:				
◆ Legal documents (ARD, IEP, BIP, Autism Supplement, Personal Care Supplement, Parent Communication Log)				
◆ Assessment records (Unique, Brigance, Task Analysis on individual task, etc.)				
◆ Work samples				
◆ Related service log				
16. Data Collection				
◆ Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives.				
◆ The data is reflected in numerical percentages or trials and is easily interpreted.				
◆ Teachers follow FBISD grading policies.				
17. Assessment				
◆ Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.				
◆ There is a clear link between the assessment and the PLAAFP.				
<b>Behavior Management</b>				
18. Classroom rules/CHAMPS expectations are clearly visible and explicitly written in a way that the students will understand.				
19. An individualized behavior management system for each student is in place, based on the BIP				
◆ Positive reinforcement systems are used (first/then, penny board, sticker charts, token economy, etc.)				
◆ Effective interventions are used/observed				
◆ Use of prompting sequence				
◆ Data collection system is in place and data is analyzed to determine if interventions are working				

Rating Scale: (0) Not evident (1) Some evidence/in progress, (2) Evident

BSS Classroom Critical Elements	Teacher Self Rating	1 <sup>st</sup> Visit	2 <sup>nd</sup> Visit	Notes/Comments
<b>Classroom Learning Environment</b>				
1. Students are engaged in standards based instruction				
2. Flexible instructional arrangements- strategic grouping				
- Small group area for direct instruction				
- Independent work areas (individual student desks, carrels, or tables)				
- Whole group area (personal/peer social skills)				
3. Instructional materials are prepared, organized and accessible for teachers, paraeducators and students.				
4. Unstructured time is minimal to non-existent				
5. Transitions are accomplished smoothly and efficiently.				
6. Teacher has clear and proximate visual access to students in the class at all times				
7. Use of Schedules				
- A classroom schedule is posted and reflects the core content areas. Classroom activities reflect the daily schedule (Math= math activities; science= science activities, etc.)				
- Individual student schedules reflect daily flexible instructional arrangements and define their location at all times.				
- Classroom routines and activities promote student independence.				
- Individual student schedules are readily accessible to the teacher.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				
<b>Teacher/Para-Educator Communication</b>				
8. Communication between the teacher and paraeducators is relevant to work and appropriate for school environment.				
9. Teacher and paraeducator schedules are posted which include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses, etc.				
10. Teacher and paraeducator share information frequently to foster mutual support and professional collaboration				
11. Teacher and paraprofessionals follow an established schedule for supervising students both inside and outside the classroom				
12. Teacher communicates regularly with staff to ensure that information related to BIPs, IEP goals and objectives, accommodations/modifications, and documentation of progress are understood and implemented.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				
<b>Para-Educator Expectations</b>				
13. Paraeducator assists teachers with academic instruction and the implementation of IEP's.				
14. Paraeducator are actively engaged in the functions of the learning environment.				
15. Provides academic and physical assistance to students as directed in one-to-one or in small groups.				
16. Assist with observations, collecting data as needed by teacher of record.				
17. Assists in teaching communication skills, implementing student behavior and social skills programs with the use of behavior modification and crisis intervention.				
18. Takes steps to intervene when students are not in control or may be in dangerous or unsafe situations.				
19. Listen to concerns, use language appropriate for the student's understanding, and observe body language before making active decisions.				
20. Use interpersonal and communication skills to influence, persuade, motivate, and resolve conflicts or sensitive problems.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				

BSS Classroom Critical Elements	Teacher Self Rating	1 <sup>st</sup> Visit	2 <sup>nd</sup> Visit	Notes/Comments
<b>Instruction</b>				
<b>21. Curriculum:</b>				
- Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum.				
- Social skills instruction is integrated throughout the day using a variety of interventions.				
- Teachers use materials that are research-based and provide daily explicit and systematic instruction.				
<b>22. Individualized Instruction</b>				
- Tasks and activities are aligned with grade level instruction based on needs of each student.				
<b>23. Assistive Technology</b>				
- The teacher implements AT recommendations approved by the ARD committee, when applicable.				
<b>24. Technology</b>				
- Students have access to computers and software to support curriculum.				
<b>25. Documentation</b> Teacher maintains a BSS Binder for each student which academic IEP objectives. Documentation in the BSS Binder includes:				
- Daily Point Sheets				
- Progress on student's Behavioral IEP/BIP				
- Data collection forms				
- Behavioral incidents/referrals				
- District approved Behavioral Management System				
- Legal documents (ARD, IEP, BIP, Parent Communication Log)				
<b>26. Grading</b>				
- Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives.				
- The data is reflected in numerical percentages and is easily interpreted.				
- Teachers follow FBISD grading policies.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				
<b>Individual Education Plans (IEPs) and Lesson Plans</b>				
<b>27. Teacher has extensive knowledge of each student's IEP and BIP.</b>				
<b>28. Lesson plans and activities are aligned with grade level TEKS and individualized IEPs.</b>				
<b>29. The learning objectives addressed in the lessons show a clear link to general education 'Standards' through Readiness and Supported skills: Reading, Math, Language, Science, Social Studies.</b>				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				

BSS Classroom Critical Elements	Teacher Self Rating	1 <sup>st</sup> Visit	1st Visit	Notes/Comments
<b>Behavior Management</b>				
30. Classroom rules/CHAMPS expectations and reinforcers are clearly visible and explicitly written in a way that the students will understand.				
31. Transition plans have been taught, are in place are evident across settings.				
32. Social Skills are directly and systematically taught during the day across settings.				
33. An individualized behavior management system for each student is in place, based on the BIP.				
34. Students are aware of and understand the Behavior Management System and can communicate its process upon request.				
35. A system is in place for responding to emotional crisis.				
36. Behavior management system for each student is in place:				
- Behavior is managed and modified through direct teaching of behavior and social skills				
- Positive reinforcement systems are used (sticker charts, token economy, etc.)				
- Students help set behavior goals and help monitor behavior				
- The teacher is aware of and uses nonverbal cues to redirect problem behavior				
- Tangible reinforcement are realistically attainable				
- Effective behavior interventions are used/observed				
- Data collection system is in place and analyzed to determine progress of interventions				
37. Unstructured time is minimal to non-existent.				
<b>KEY: 0=Not Evident, 1=In progress: &lt;half at any given time or Artifacts Only, 2=In progress: &gt;half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others</b>				
Campus: _____				
Classroom Teacher: _____				
Observer: _____		Date: _____		

BSS Classroom Critical Elements	Teacher Self Rating	1 <sup>st</sup> Visit	2 <sup>nd</sup> Visit	Notes/Comments
<b>Classroom Learning Environment</b>				
1. Students are engaged in standards based instruction				
2. Flexible instructional arrangements- strategic grouping				
- Small group area for direct instruction				
- Independent work areas (individual student desks, carrels, or tables)				
- Whole group area (personal/peer social skills)				
3. Instructional materials are prepared, organized and accessible for teachers, paraeducators and students.				
4. Unstructured time is minimal to non-existent				
5. Transitions are accomplished smoothly and efficiently.				
6. Teacher has clear and proximate visual access to students in the class at all times				
7. Use of Schedules				
- A classroom schedule is posted and reflects the core content areas. Classroom activities reflect the daily schedule (Math= math activities; science= science activities, etc.)				
- Individual student schedules reflect daily flexible instructional arrangements and define their location at all times.				
- Classroom routines and activities promote student independence.				
- Individual student schedules are readily accessible to the teacher.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				
<b>Teacher/Para-Educator Communication</b>				
8. Communication between the teacher and paraeducators is relevant to work and appropriate for school environment.				
9. Teacher and paraeducator schedules are posted which include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses, etc.				
10. Teacher and paraeducator share information frequently to foster mutual support and professional collaboration				
11. Teacher and paraprofessionals follow an established schedule for supervising students both inside and outside the classroom				
12. Teacher communicates regularly with staff to ensure that information related to BIPs, IEP goals and objectives, accommodations/modifications, and documentation of progress are understood and implemented.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				
<b>Para-Educator Expectations</b>				
13. Paraeducator assists teachers with academic instruction and the implementation of IEP's.				
14. Paraeducator are actively engaged in the functions of the learning environment.				
15. Provides academic and physical assistance to students as directed in one-to-one or in small groups.				
16. Assist with observations, collecting data as needed by teacher of record.				
17. Assists in teaching communication skills, implementing student behavior and social skills programs with the use of behavior modification and crisis intervention.				
18. Takes steps to intervene when students are not in control or may be in dangerous or unsafe situations.				
19. Listen to concerns, use language appropriate for the student's understanding, and observe body language before making active decisions.				
20. Use interpersonal and communication skills to influence, persuade, motivate, and resolve conflicts or sensitive problems.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				

BSS Classroom Critical Elements	Teacher Self Rating	1 <sup>st</sup> Visit	2 <sup>nd</sup> Visit	Notes/Comments
<b>Instruction</b>				
<b>21. Curriculum:</b>				
- Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum.				
- Social skills instruction is integrated throughout the day using a variety of interventions.				
- Teachers use materials that are research-based and provide daily explicit and systematic instruction.				
<b>22. Individualized Instruction</b>				
- Tasks and activities are aligned with grade level instruction based on needs of each student.				
<b>23. Assistive Technology</b>				
- The teacher implements AT recommendations approved by the ARD committee, when applicable.				
<b>24. Technology</b>				
- Students have access to computers and software to support curriculum.				
<b>25. Documentation</b> Teacher maintains a BSS Binder for each student which academic IEP objectives. Documentation in the BSS Binder includes:				
- Daily Point Sheets				
- Progress on student's Behavioral IEP/BIP				
- Data collection forms				
- Behavioral incidents/referrals				
- District approved Behavioral Management System				
- Legal documents (ARD, IEP, BIP, Parent Communication Log)				
<b>26. Grading</b>				
- Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives.				
- The data is reflected in numerical percentages and is easily interpreted.				
- Teachers follow FBISD grading policies.				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				
<b>Individual Education Plans (IEPs) and Lesson Plans</b>				
<b>27. Teacher has extensive knowledge of each student's IEP and BIP.</b>				
<b>28. Lesson plans and activities are aligned with grade level TEKS and individualized IEPs.</b>				
<b>29. The learning objectives addressed in the lessons show a clear link to general education 'Standards' through Readiness and Supported skills: Reading, Math, Language, Science, Social Studies.</b>				
KEY: 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				

BSS Classroom Critical Elements	Teacher Self Rating	1 <sup>st</sup> Visit	1st Visit	Notes/Comments
<b>Behavior Management</b>				
30. Classroom rules/CHAMPS expectations and reinforcers are clearly visible and explicitly written in a way that the students will understand.				
31. Transition plans have been taught, are in place are evident across settings.				
32. Social Skills are directly and systematically taught during the day across settings.				
33. An individualized behavior management system for each student is in place, based on the BIP.				
34. Students are aware of and understand the Behavior Management System and can communicate its process upon request.				
35. A system is in place for responding to emotional crisis.				
36. Behavior management system for each student is in place:				
- Behavior is managed and modified through direct teaching of behavior and social skills				
- Positive reinforcement systems are used (sticker charts, token economy, etc.)				
- Students help set behavior goals and help monitor behavior				
- The teacher is aware of and uses nonverbal cues to redirect problem behavior				
- Tangible reinforcement are realistically attainable				
- Effective behavior interventions are used/observed				
- Data collection system is in place and analyzed to determine progress of interventions				
37. Unstructured time is minimal to non-existent.				
<b>KEY: 0=Not Evident, 1=In progress: &lt;half at any given time or Artifacts Only, 2=In progress: &gt;half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others</b>				
Campus: _____				
Classroom Teacher: _____				
Observer: _____		Date: _____		

## **BIC Portfolio Table of Contents**

Each student is required to have an individualized BIC portfolio. The BIC portfolio should contain the following sections:

- Student Contact Information Sheet
- Student's Class Schedule
- Daily Behavioral Data (Individualized Point Sheets)
- Academic/Behavioral Data Collection Forms
- Behavioral Incidents/Referral
- Communication Log
- Accommodation/Modification Log
- Inclusion Log (if applicable)
- Behavior IEPs (BIP)/Academic IEPs
- Schedule of Services Page
- ARD State Assessment Page
- Reintegration Plan
- My Goals (Elementary)/Student Interest Inventory Worksheet (Secondary)

## **BIC Portfolio Table of Contents**

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- Inclusion Log (if applicable)
- Behavior IEPs (BIP)/Academic IEPs
- Schedule of Services Page
- ARD State Assessment Page
- Reintegration Plan
- My Goals (Elementary)/Student Interest Inventory Worksheet (Secondary)

CLASS Critical Elements	CLASS Teacher:		CAMPUS:		
	DATE:				
	Planning			OBS	Not OBS
	1. Materials are prepared, organized and accessible for teachers and students throughout the day.			<input type="checkbox"/>	<input type="checkbox"/>
	2. Lesson plans and activities are aligned with grade level topics and individualized IEPs.			<input type="checkbox"/>	<input type="checkbox"/>
	3. Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives. Information in the portfolio includes: <ul style="list-style-type: none"> <li>• Legal Documents (ARD, IEP, BIP, AU Supplement, Personal Care Supplement, Parent Communication Log)</li> <li>• Assessment records (SS Assessment)</li> <li>• Work Samples</li> <li>• Related Service Log</li> <li>• Data Collection</li> </ul>			<input type="checkbox"/>	<input type="checkbox"/>
	4. Data are collected and analyzed two times per week to monitor progress toward IEP objectives. Adjustments are made in teaching strategies if data reflects limited progress			<input type="checkbox"/>	<input type="checkbox"/>
	5. Teacher and parent use a communication report or journal regularly (at least weekly)			<input type="checkbox"/>	<input type="checkbox"/>
	6. The teacher implements AT recommendations approved by the ARD committee.			<input type="checkbox"/>	<input type="checkbox"/>
	7. AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)			<input type="checkbox"/>	<input type="checkbox"/>
	Instruction			OBS	Not OBS
	8. Teacher has extensive knowledge of each student's IEP and BIP.			<input type="checkbox"/>	<input type="checkbox"/>
	9. Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.			<input type="checkbox"/>	<input type="checkbox"/>
	10. There is a clear link between the assessment and the PLAAFP.			<input type="checkbox"/>	<input type="checkbox"/>
	11. Teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.			<input type="checkbox"/>	<input type="checkbox"/>
12. Social skills instruction is integrated throughout the day using a variety of interventions including social narratives, role play, video modeling, live modeling, peer training, and use of the prompting procedures.			<input type="checkbox"/>	<input type="checkbox"/>	
13. Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction.			<input type="checkbox"/>	<input type="checkbox"/>	
Learning Environment			OBS	Not OBS	
14. Students are actively engaged in learning			<input type="checkbox"/>	<input type="checkbox"/>	
15. Furniture arranged to clearly define classroom areas.			<input type="checkbox"/>	<input type="checkbox"/>	

16. Classroom areas are modified for sensory issues (i.e. auditory and visual) when necessary.	<input type="checkbox"/>	<input type="checkbox"/>
17. Classroom routines and activities promote student independence.	<input type="checkbox"/>	<input type="checkbox"/>
18. Classroom rules/CHAMPS expectations are clearly visible and explicitly taught in a way that the students will understand.	<input type="checkbox"/>	<input type="checkbox"/>
19. Behavior management is consistent across classroom staff members.	<input type="checkbox"/>	<input type="checkbox"/>
20. An individualized behavior management system for each student is in place, based on the BIP	<input type="checkbox"/>	<input type="checkbox"/>
21. Behavior is managed and modified through direct teaching of desired behavior.	<input type="checkbox"/>	<input type="checkbox"/>
22. Positive reinforcement systems are used (tangibles, primary and secondary reinforcement, first/then, penny board, sticker charts, token economy, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
23. Research based interventions are used/observed	<input type="checkbox"/>	<input type="checkbox"/>
24. Prompting sequence is being utilized	<input type="checkbox"/>	<input type="checkbox"/>
25. Teacher and para-educator schedules are posted. Classroom staff schedules include: instructional assignments per instructional period/rotation, lunch breaks, planning periods.	<input type="checkbox"/>	<input type="checkbox"/>
26. Teacher and para-educators follow an established schedule for supervising students both inside and outside the classroom (e.g., lunch, PE, recess, outclass).	<input type="checkbox"/>	<input type="checkbox"/>
27. Behavior management is consistent across classroom staff.	<input type="checkbox"/>	<input type="checkbox"/>
28. Social, play and leisure skills are taught and reinforced in a way that is developmentally appropriate for each student	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Practices and Responsibilities</b>	<b>OBS</b>	<b>Not OBS</b>
29. Communication between the teacher and para-educators is relevant to work and appropriate for school environment.	<input type="checkbox"/>	<input type="checkbox"/>
30. Teacher communicates regularly with all staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes:</b> Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>

CLASS Critical Elements	CLASS Teacher: DATE:		CAMPUS:		
	<b>Planning</b>			<b>OBS</b>	<b>Not OBS</b>
	1. Materials are prepared, organized and accessible for teachers and students throughout the day.			<input type="checkbox"/>	<input type="checkbox"/>
	2. Lesson plans and activities are aligned with grade level topics and individualized IEPs.			<input type="checkbox"/>	<input type="checkbox"/>
	3. Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives. Information in the portfolio includes: <ul style="list-style-type: none"> <li>• Legal Documents (ARD, IEP, BIP, AU Supplement, Personal Care Supplement, Parent Communication Log)</li> <li>• Assessment records (SS Assessment)</li> <li>• Work Samples</li> <li>• Related Service Log</li> <li>• Data Collection</li> </ul>			<input type="checkbox"/>	<input type="checkbox"/>
	4. Data are collected and analyzed two times per week to monitor progress toward IEP objectives. Adjustments are made in teaching strategies if data reflects limited progress			<input type="checkbox"/>	<input type="checkbox"/>
	5. Teacher and parent use a communication report or journal regularly (at least weekly)			<input type="checkbox"/>	<input type="checkbox"/>
	6. The teacher implements AT recommendations approved by the ARD committee.			<input type="checkbox"/>	<input type="checkbox"/>
	7. AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)			<input type="checkbox"/>	<input type="checkbox"/>
	<b>Instruction</b>			<b>OBS</b>	<b>Not OBS</b>
	8. Teacher has extensive knowledge of each student's IEP and BIP.			<input type="checkbox"/>	<input type="checkbox"/>
	9. Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.			<input type="checkbox"/>	<input type="checkbox"/>
	10. There is a clear link between the assessment and the PLAAFP.			<input type="checkbox"/>	<input type="checkbox"/>
	11. Teacher sends proposed IEP goals and objectives home to encourage parent input before annual ARD meetings.			<input type="checkbox"/>	<input type="checkbox"/>
	12. Social skills instruction is integrated throughout the day using a variety of interventions including social narratives, role play, video modeling, live modeling, peer training, and use of the prompting procedures.			<input type="checkbox"/>	<input type="checkbox"/>
13. Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction.			<input type="checkbox"/>	<input type="checkbox"/>	
<b>Learning Environment</b>			<b>OBS</b>	<b>Not OBS</b>	
14. Students are actively engaged in learning			<input type="checkbox"/>	<input type="checkbox"/>	
15. Furniture arranged to clearly define classroom areas.			<input type="checkbox"/>	<input type="checkbox"/>	

16. Classroom areas are modified for sensory issues (i.e. auditory and visual) when necessary.	<input type="checkbox"/>	<input type="checkbox"/>
17. Classroom routines and activities promote student independence.	<input type="checkbox"/>	<input type="checkbox"/>
18. Classroom rules/CHAMPS expectations are clearly visible and explicitly taught in a way that the students will understand.	<input type="checkbox"/>	<input type="checkbox"/>
19. Behavior management is consistent across classroom staff members.	<input type="checkbox"/>	<input type="checkbox"/>
20. An individualized behavior management system for each student is in place, based on the BIP	<input type="checkbox"/>	<input type="checkbox"/>
21. Behavior is managed and modified through direct teaching of desired behavior.	<input type="checkbox"/>	<input type="checkbox"/>
22. Positive reinforcement systems are used (tangibles, primary and secondary reinforcement, first/then, penny board, sticker charts, token economy, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
23. Research based interventions are used/observed	<input type="checkbox"/>	<input type="checkbox"/>
24. Prompting sequence is being utilized	<input type="checkbox"/>	<input type="checkbox"/>
25. Teacher and para-educator schedules are posted. Classroom staff schedules include: instructional assignments per instructional period/rotation, lunch breaks, planning periods.	<input type="checkbox"/>	<input type="checkbox"/>
26. Teacher and para-educators follow an established schedule for supervising students both inside and outside the classroom (e.g., lunch, PE, recess, outclass).	<input type="checkbox"/>	<input type="checkbox"/>
27. Behavior management is consistent across classroom staff.	<input type="checkbox"/>	<input type="checkbox"/>
28. Social, play and leisure skills are taught and reinforced in a way that is developmentally appropriate for each student	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Practices and Responsibilities</b>	<b>OBS</b>	<b>Not OBS</b>
29. Communication between the teacher and para-educators is relevant to work and appropriate for school environment.	<input type="checkbox"/>	<input type="checkbox"/>
30. Teacher communicates regularly with all staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes:</b> Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>

**CONSIDERATION FOR CHANGE IN PLACEMENT**

Date of Campus Staffing:

Date of Second Staffing:

When a change of placement to a specialized program, or out of district placement is being considered, the campus should first hold a staffing with campus personnel to review student data and complete this form in its entirety. Once the determination is made that data indicates a change in programming is needed, campus staff sends this form to the program manager over the program being recommended and alerts the current program manager. The receiving program manager will review the form and the data and provide guidance to the campus regarding next steps (i.e., staffing for clarification purposes or staffing with receiving campus). This form, along with accompanying documentation, should be sent to the program manager over the recommended program at least 48 hours prior to a scheduled staffing so that the program manager can review the student’s information and supporting data.

Student		Date	
Grade		Current Campus	
Eligibility		Home Campus	
Home Language		Current Placement	
Campus Contact		Date of last FBA	
		Date of last BIP	

Recommending Change of Placement due to:	Targeted Behaviors (if applicable) with frequency/duration
Academics	1. 2. 3.
Behavior/Social-Emotional	1. 2. 3.
Communication	1. 2. 3.

*Note: The admission, review, and dismissal (ARD) committee is responsible for identifying the student’s needs and the appropriate placement in which these needs can be met. Placement decisions **should begin** with the least restrictive environment, i.e., the general education classroom with or without supplementary aids and services. All possible placement alternatives should be considered to ensure that services are delivered in the LRE. A student can be placed in a more restrictive environment only when the ARD committee concludes that education in the less restrictive setting with appropriate supplementary aids and services cannot be achieved satisfactorily.*

**Please send a copy of the following items along with this consideration form:**

- Staffing notes with recommendations (*Documentation of Lack of Progress*), required
- Observation summaries (District Wide Behavior Para, BCBA, LSSP, AST, etc.), preferred
- Work samples for the core content areas, where applicable
- Brigance and/or DRA data (if applicable)

- Summary of interventions in place currently and effectiveness of interventions
- Data tracking sheets (target behaviors and implementation data: 6 weeks)

Name and signature of persons who attended the staffing.

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Next Steps:

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**CONSIDERATION FOR CHANGE IN PLACEMENT**

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Grade		Current Campus	
Eligibility		Home Campus	
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Recommending Change of Placement due to:	Targeted Behaviors (if applicable) with frequency/duration
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Name and signature of persons who attended the staffing.

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Next Steps:

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2018-19 CO-TEACH Classroom Critical Elements

CO-TEACHER: CO-TEACHER:	CAMPUS: GRADE:	DATE: SUBJECT:	OBSERVER:		
<b>Planning/Responsibilities</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Office Use</b>
1. The teachers are working collaboratively <input type="checkbox"/> The lesson planning appears to done collaboratively between both teachers			<input type="checkbox"/>	<input type="checkbox"/>	LP
2. Lesson plans are aligned with grade level scope and sequence and individualized IEPs			<input type="checkbox"/>	<input type="checkbox"/>	LP
3. Activities are aligned with the level of the TEKS and accommodations/modifications prepared			<input type="checkbox"/>	<input type="checkbox"/>	C
4. Data is analyzed to determine areas of strength, weakness, growth and interventions			<input type="checkbox"/>	<input type="checkbox"/>	A
5. Both teachers are providing instruction			<input type="checkbox"/>	<input type="checkbox"/>	IP
6. Both teaches are managing students			<input type="checkbox"/>	<input type="checkbox"/>	IP
7. Logs are maintained daily/weekly to show record of services and monitor progress			<input type="checkbox"/>	<input type="checkbox"/>	A
8. Various methods of grading are used to measure progress/success (rubrics, portfolios, menus/choices, students tracking their own data, etc.)			<input type="checkbox"/>	<input type="checkbox"/>	A
<b>Instruction</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Office Use</b>
9. Teachers use materials that are research-based and provide access to grade level curriculum			<input type="checkbox"/>	<input type="checkbox"/>	C
10. Teachers use a variety of learning modalities and instructional techniques, during instruction			<input type="checkbox"/>	<input type="checkbox"/>	I
11. Evidence of accommodations/modifications being utilized			<input type="checkbox"/>	<input type="checkbox"/>	CG
12. Spontaneous adjustments are made during instruction as needed (with no disruption/confusion)			<input type="checkbox"/>	<input type="checkbox"/>	IP
13. Both teachers move freely throughout the class and have access to materials <input type="checkbox"/> The materials are prepared ahead of time			<input type="checkbox"/>	<input type="checkbox"/>	PH
14. Differentiated instructional strategies are being implemented in classroom activities and instruction			<input type="checkbox"/>	<input type="checkbox"/>	I
15. Students address both teachers as equal partners in the learning process			<input type="checkbox"/>	<input type="checkbox"/>	I
16. Co teach model being implemented			<input type="checkbox"/>	<input type="checkbox"/>	I
◆ Station teaching (each teacher is working with a small group students rotate stations)			<input type="checkbox"/>	<input type="checkbox"/>	
◆ Team teaching (both teachers instructing to whole group or working in tandem)			<input type="checkbox"/>	<input type="checkbox"/>	
◆ Parallel teaching (each teacher is working with equal size groups at the same time)			<input type="checkbox"/>	<input type="checkbox"/>	
◆ Alternative teaching (one teacher is working with a small group away from whole group)			<input type="checkbox"/>	<input type="checkbox"/>	
◆ One teach, One assist (one teacher is instructing while the other is circulating, prompting, answering questions)*the roles should switch so that students see both teachers in each role			<input type="checkbox"/>	<input type="checkbox"/>	
◆ One teach, One observe (gain information, one teacher may be keeping data for behavior, prompts, wait time, questioning, etc.) *roles should switch			<input type="checkbox"/>	<input type="checkbox"/>	
◆			<input type="checkbox"/>	<input type="checkbox"/>	
<b>Learning Environment</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Office Use</b>
17. Students are actively engaged in learning			<input type="checkbox"/>	<input type="checkbox"/>	LP
18. The learning objectives address <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> _____			<input type="checkbox"/>	<input type="checkbox"/>	CG
19. Flexible instructional arrangements are utilized and teachers provide a safe/supportive environment <input type="checkbox"/> Small group <input type="checkbox"/> Centers/Stations <input type="checkbox"/> Pairs <input type="checkbox"/> Multi-level <input type="checkbox"/> Whole group			<input type="checkbox"/>	<input type="checkbox"/>	IP
20. A classroom schedule/agenda is posted			<input type="checkbox"/>	<input type="checkbox"/>	PH
21. A classroom management system is in place to manage discipline (rewards/consequences)			<input type="checkbox"/>	<input type="checkbox"/>	CM
22. Procedures are in place and students are aware of them (turning in work, getting supplies, etc)			<input type="checkbox"/>	<input type="checkbox"/>	CM
23. The expectations and procedures are established by both teachers; students need little direction			<input type="checkbox"/>	<input type="checkbox"/>	CM
24. Documentation/data collection systems in place to address accommodations, IEP, Behavior Plan Autism Supplement and/or any other information necessary (work samples, journals, tests, etc.)			<input type="checkbox"/>	<input type="checkbox"/>	CG
<b>Notes:</b> (What is general ed. teacher doing/saying? What is the special ed. teacher doing/saying? What are the students doing/saying)? Click or tap here to enter text.					
OFFICE USE: <b>IP</b> =Interpersonal Communication • <b>CG</b> =Curriculum Goals • <b>CM</b> =Classroom Management • <b>A</b> =Assessment • <b>PH</b> =Physical Arrangement • <b>LP</b> =Instructional Planning • <b>C</b> =Familiarity with Curriculum • <b>I</b> =Instructional Presentation					

2018-19 CO-TEACH Classroom Critical Elements

CO-TEACHER: CO-TEACHER:	CAMPUS: GRADE:	DATE: SUBJECT:	OBSERVER:		
<b>Planning/Responsibilities</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Office Use</b>
1. The teachers are working collaboratively <input type="checkbox"/> The lesson planning appears to done collaboratively between both teachers			<input type="checkbox"/>	<input type="checkbox"/>	LP
2. Lesson plans are aligned with grade level scope and sequence and individualized IEPs			<input type="checkbox"/>	<input type="checkbox"/>	LP
3. Activities are aligned with the level of the TEKS and accommodations/modifications prepared			<input type="checkbox"/>	<input type="checkbox"/>	C
4. Data is analyzed to determine areas of strength, weakness, growth and interventions			<input type="checkbox"/>	<input type="checkbox"/>	A
5. Both teachers are providing instruction			<input type="checkbox"/>	<input type="checkbox"/>	IP
6. Both teaches are managing students			<input type="checkbox"/>	<input type="checkbox"/>	IP
7. Logs are maintained daily/weekly to show record of services and monitor progress			<input type="checkbox"/>	<input type="checkbox"/>	A
8. Various methods of grading are used to measure progress/success (rubrics, portfolios, menus/choices, students tracking their own data, etc.)			<input type="checkbox"/>	<input type="checkbox"/>	A
<b>Instruction</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Office Use</b>
9. Teachers use materials that are research-based and provide access to grade level curriculum			<input type="checkbox"/>	<input type="checkbox"/>	C
10. Teachers use a variety of learning modalities and instructional techniques, during instruction			<input type="checkbox"/>	<input type="checkbox"/>	I
11. Evidence of accommodations/modifications being utilized			<input type="checkbox"/>	<input type="checkbox"/>	CG
12. Spontaneous adjustments are made during instruction as needed (with no disruption/confusion)			<input type="checkbox"/>	<input type="checkbox"/>	IP
13. Both teachers move freely throughout the class and have access to materials <input type="checkbox"/> The materials are prepared ahead of time			<input type="checkbox"/>	<input type="checkbox"/>	PH
14. Differentiated instructional strategies are being implemented in classroom activities and instruction			<input type="checkbox"/>	<input type="checkbox"/>	I
15. Students address both teachers as equal partners in the learning process			<input type="checkbox"/>	<input type="checkbox"/>	I
16. Co teach model being implemented			<input type="checkbox"/>	<input type="checkbox"/>	I
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◆			<input type="checkbox"/>	<input type="checkbox"/>	
<b>Learning Environment</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Office Use</b>
17. Students are actively engaged in learning			<input type="checkbox"/>	<input type="checkbox"/>	LP
18. The learning objectives address <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> _____			<input type="checkbox"/>	<input type="checkbox"/>	CG
19. Flexible instructional arrangements are utilized and teachers provide a safe/supportive environment <input type="checkbox"/> Small group <input type="checkbox"/> Centers/Stations <input type="checkbox"/> Pairs <input type="checkbox"/> Multi-level <input type="checkbox"/> Whole group			<input type="checkbox"/>	<input type="checkbox"/>	IP
20. A classroom schedule/agenda is posted			<input type="checkbox"/>	<input type="checkbox"/>	PH
21. A classroom management system is in place to manage discipline (rewards/consequences)			<input type="checkbox"/>	<input type="checkbox"/>	CM
22. Procedures are in place and students are aware of them (turning in work, getting supplies, etc)			<input type="checkbox"/>	<input type="checkbox"/>	CM
23. The expectations and procedures are established by both teachers; students need little direction			<input type="checkbox"/>	<input type="checkbox"/>	CM
24. Documentation/data collection systems in place to address accommodations, IEP, Behavior Plan Autism Supplement and/or any other information necessary (work samples, journals, tests, etc.)			<input type="checkbox"/>	<input type="checkbox"/>	CG
<b>Notes:</b> (What is general ed. teacher doing/saying? What is the special ed. teacher doing/saying? What are the students doing/saying?) Click or tap here to enter text.					
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2018-19 CO-TEACH Classroom Critical Elements

CO-TEACHER: CO-TEACHER:	CAMPUS: GRADE:	DATE: SUBJECT:	OBSERVER:		
<b>Planning/Responsibilities</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Office Use</b>
1. The teachers are working collaboratively <input type="checkbox"/> The lesson planning appears to done collaboratively between both teachers			<input type="checkbox"/>	<input type="checkbox"/>	LP
2. Lesson plans are aligned with grade level scope and sequence and individualized IEPs			<input type="checkbox"/>	<input type="checkbox"/>	LP
3. Activities are aligned with the level of the TEKS and accommodations/modifications prepared			<input type="checkbox"/>	<input type="checkbox"/>	C
4. Data is analyzed to determine areas of strength, weakness, growth and interventions			<input type="checkbox"/>	<input type="checkbox"/>	A
5. Both teachers are providing instruction			<input type="checkbox"/>	<input type="checkbox"/>	IP
6. Both teaches are managing students			<input type="checkbox"/>	<input type="checkbox"/>	IP
7. Logs are maintained daily/weekly to show record of services and monitor progress			<input type="checkbox"/>	<input type="checkbox"/>	A
8. Various methods of grading are used to measure progress/success (rubrics, portfolios, menus/choices, students tracking their own data, etc.)			<input type="checkbox"/>	<input type="checkbox"/>	A
<b>Instruction</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Office Use</b>
9. Teachers use materials that are research-based and provide access to grade level curriculum			<input type="checkbox"/>	<input type="checkbox"/>	C
10. Teachers use a variety of learning modalities and instructional techniques, during instruction			<input type="checkbox"/>	<input type="checkbox"/>	I
11. Evidence of accommodations/modifications being utilized			<input type="checkbox"/>	<input type="checkbox"/>	CG
12. Spontaneous adjustments are made during instruction as needed (with no disruption/confusion)			<input type="checkbox"/>	<input type="checkbox"/>	IP
13. Both teachers move freely throughout the class and have access to materials <input type="checkbox"/> The materials are prepared ahead of time			<input type="checkbox"/>	<input type="checkbox"/>	PH
14. Differentiated instructional strategies are being implemented in classroom activities and instruction			<input type="checkbox"/>	<input type="checkbox"/>	I
15. Students address both teachers as equal partners in the learning process			<input type="checkbox"/>	<input type="checkbox"/>	I
16. Co teach model being implemented			<input type="checkbox"/>	<input type="checkbox"/>	I
◆ Station teaching (each teacher is working with a small group students rotate stations)			<input type="checkbox"/>	<input type="checkbox"/>	
◆ Team teaching (both teachers instructing to whole group or working in tandem)			<input type="checkbox"/>	<input type="checkbox"/>	
◆ Parallel teaching (each teacher is working with equal size groups at the same time)			<input type="checkbox"/>	<input type="checkbox"/>	
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◆ One teach, One assist (one teacher is instructing while the other is circulating, prompting, answering questions)*the roles should switch so that students see both teachers in each role			<input type="checkbox"/>	<input type="checkbox"/>	
◆ One teach, One observe (gain information, one teacher may be keeping data for behavior, prompts, wait time, questioning, etc.) *roles should switch			<input type="checkbox"/>	<input type="checkbox"/>	
◆			<input type="checkbox"/>	<input type="checkbox"/>	
<b>Learning Environment</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Office Use</b>
17. Students are actively engaged in learning			<input type="checkbox"/>	<input type="checkbox"/>	LP
18. The learning objectives address <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> _____			<input type="checkbox"/>	<input type="checkbox"/>	CG
19. Flexible instructional arrangements are utilized and teachers provide a safe/supportive environment <input type="checkbox"/> Small group <input type="checkbox"/> Centers/Stations <input type="checkbox"/> Pairs <input type="checkbox"/> Multi-level <input type="checkbox"/> Whole group			<input type="checkbox"/>	<input type="checkbox"/>	IP
20. A classroom schedule/agenda is posted			<input type="checkbox"/>	<input type="checkbox"/>	PH
21. A classroom management system is in place to manage discipline (rewards/consequences)			<input type="checkbox"/>	<input type="checkbox"/>	CM
22. Procedures are in place and students are aware of them (turning in work, getting supplies, etc)			<input type="checkbox"/>	<input type="checkbox"/>	CM
23. The expectations and procedures are established by both teachers; students need little direction			<input type="checkbox"/>	<input type="checkbox"/>	CM
24. Documentation/data collection systems in place to address accommodations, IEP, Behavior Plan Autism Supplement and/or any other information necessary (work samples, journals, tests, etc.)			<input type="checkbox"/>	<input type="checkbox"/>	CG
<b>Notes:</b> (What is general ed. teacher doing/saying? What is the special ed. teacher doing/saying? What are the students doing/saying?) Click or tap here to enter text.					
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7. Logs are maintained daily/weekly to show record of services and monitor progress			<input type="checkbox"/>	<input type="checkbox"/>	A
8. Various methods of grading are used to measure progress/success (rubrics, portfolios, menus/choices, students tracking their own data, etc.)			<input type="checkbox"/>	<input type="checkbox"/>	A
<b>Instruction</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Office Use</b>
9. Teachers use materials that are research-based and provide access to grade level curriculum			<input type="checkbox"/>	<input type="checkbox"/>	C
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◆			<input type="checkbox"/>	<input type="checkbox"/>	
<b>Learning Environment</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Office Use</b>
17. Students are actively engaged in learning			<input type="checkbox"/>	<input type="checkbox"/>	LP
18. The learning objectives address <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> _____			<input type="checkbox"/>	<input type="checkbox"/>	CG
19. Flexible instructional arrangements are utilized and teachers provide a safe/supportive environment <input type="checkbox"/> Small group <input type="checkbox"/> Centers/Stations <input type="checkbox"/> Pairs <input type="checkbox"/> Multi-level <input type="checkbox"/> Whole group			<input type="checkbox"/>	<input type="checkbox"/>	IP
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**FLASH Classroom Critical Elements**

	Teacher Self Rating	Visit Date:	Visit Date:	Notes/Comments
<b>Classroom Learning Environment</b>				
1. Students are actively involved in learning.				
2. Flexible instructional arrangement – <b>students rotate</b> through instructional areas.				
◆ Small group area for direct instruction				
◆ Independent work areas (individual student desks, carrels, or tables)				
◆ Whole group area (whole group work for short periods of time (approx. 15 min)				
◆ Centers/Stations				
3. Privacy is provided to students when needed for personal hygiene.				
4. Materials are prepared, organized and accessible for teachers and students throughout the day.				
5. Use of Schedules				
◆ A classroom schedule is posted and reflects the core content areas. Classroom activities reflect the daily schedule (Math= math activities; science= science activities, etc.)				
◆ Individual student schedules reflect daily, flexible instructional arrangements.				
◆ Classroom routines and activities promote student independence when possible.				
<b>KEY:</b> 0=Not Evident, 1=In progress: <half at any given time or Artifacts Only, 2=In progress: >half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others				
<b>Teacher/Para-Educator Communication</b>				
6. Communication between the teacher and para-educator is appropriate and effective. Conversations should be relevant to the school environment.				
7. Teacher and para-educator schedules are posted which include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses, etc.				
8. Teacher and para-educator follow an established schedule for supervising students both inside and outside the classroom				
9. Teacher communicates regularly with staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented.				
<b>KEY:</b> 0=Not evident, 1=In progress: staff behavior is highly variable, 2=In progress: the majority of staff meet expectations, 3=Mastery: all staff meet expectations, 4=Mentor level, ready to train others				
<b>Instruction</b>				
10. Curriculum:				
◆ Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum and are embedded within academic activities and integrated into daily routines.				
◆ A variety of individual and group activities that are linked to academic domains and functional skills are offered to foster active student participation and involvement.				
◆ Functional skills are integrated throughout the day using a variety of interventions at naturally occurring times.				
◆ Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction. Materials should be age appropriate and meaningful to students.				
11. Individualized Instruction				
◆ Tasks and activities are age appropriate, functional, and based on needs of each student.				

Teacher Name: \_\_\_\_\_

Campus: \_\_\_\_\_

◆ Appropriate supports and adaptations are provided to facilitate active participation in the learning process (adapted materials, positioning, adaptive devices and/or adult support).			
◆ Stud. response modes are tailored to individual needs.			
<b>12. Assistive Technology</b>			
◆ The teacher implements AT recommendations approved by the ARD committee.			
◆ AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)			
◆ Each student has a way to communicate basic wants and needs, express choices, like/dislikes through the use of a communication system such as: <ul style="list-style-type: none"> <li>○ Communication boards with pictures, photographs or objects</li> <li>○ Use of eye gaze board</li> <li>○ Other assistive technology supports</li> </ul>			

**KEY:** 0=Not evident, 1=In progress: Materials or artifacts only, 2=In progress: limited/inconsistent, some areas or activities, 3=Mastery: widespread pervasive practice, 4=Mentor level: Ready to train others

**Individual Education Plans (IEPs) and Lesson Plans**

<b>13. Teacher has extensive knowledge of each student's IEP and BIP.</b>			
<b>14. Lesson plans and activities are aligned with grade level topics and individualized IEPs.</b>			
<b>15. The learning objectives addressed in the lessons show a clear link to general education standards through prerequisite skills:</b> <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies			
<b>16. Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives. Information in the portfolio includes:</b>			
◆ Legal documents (ARD, IEP, BIP, Autism Supplement, Personal Care Supplement, Parent Communication Log)			
◆ Assessment records (Brigance, ABLLS, CALS, CBA etc.)			
◆ Physical evidence to represent work samples (completed projects, pictures, videos)			
◆ Related service log			
<b>17. Documentation and Grading</b>			
◆ Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives.			
◆ The data is reflected in numerical percentages or trials and is easily interpreted.			
◆ Teachers follow FBISD grading policies.			
<b>18. Assessment</b>			
◆ 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 PLAAPP.			

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**Behavior Management**

<b>19. Classroom rules expectations are clearly visible and explicitly presented in a way that the students will understand.</b>			
<b>20. An individualized behavior management system for each student is in place, based on the BIP</b>			
◆ Positive reinforcement systems are consistently used			
◆ Effective interventions are used/observed			
◆ Use of prompting sequence			
◆ Data collection system is in place and data is analyzed to determine if interventions are working			

**KEY:** 0=Not evident, 1=In progress: Staff can verbalize but limited implement, 2=In progress: limited/inconsistent, some areas or activities, 3=Mastery: widespread pervasive use, 4=Mentor level: Ready to train others

Teacher Name: \_\_\_\_\_

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Teacher Name: \_\_\_\_\_

Campus: \_\_\_\_\_

# Checklist: Classroom Critical Components

## Evidence-Based Practices for Students with Significant Cognitive Delays



Teacher:

Date:

Campus:

Observer:

Areas of Focus	T-TESS Links	Supporting Documentation
<p><b>I. A. Classroom Climate [Organization]</b></p> <p>1) Areas are clearly defined for different types of activities  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>2) Areas are clearly labeled in ways that students understand  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>3) Areas are designated for group work [large &amp; small]  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>4) Areas are designated for individual work  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>5) Areas are designated for break/sensory activities  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p>	<p>Planning Domain: 1.3.1.4                      Instruction Domain: 2.1, 2.2, 2.4, 2.5                      Learning Environment Domain: 3.1</p>	
<p><b>I. B. Classroom Climate [Schedules]</b></p> <p>1) Class schedule is posted in a format that students understand  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>2) Individual schedules are in place for students that need additional structure beyond the class schedule  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>3) Mini-schedules/checklists are in place for specific activities  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>4) Work systems are in place for some students  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>5) Organizational strategies are implemented consistently  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p>	<p>Planning Domain: 1.3                      Learning Environment Domain: 3.1, 3.2</p>	
<p><b>I. C. Classroom Climate [Positive Behavioral Supports]</b></p> <p>1) Positive behaviors are reinforced consistently  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>2) Expectations are clarified visually in ways students understand  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>3) Visual strategies are readily available and used consistently  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>4) Preventive strategies are implemented consistently  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>5) Instructive consequences are implemented consistently  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>6) Data is collected on antecedents, behavior and consequences [ABC]  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>7) Strategies are revised based on data and outcomes  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p>	<p>Planning Domain: 1.2, 1.3                      Instruction Domain: 2.1, 2.3, 2.4, 2.5                      Learning Environment Domain: 3.1, 3.2, 3.3</p>	

<p><b>II. Alignment with State Standards</b></p> <p>1) Curriculum is aligned with state standards at grade level, focusing on priority concepts and skills relevant to student needs  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p> <p>2) Curriculum is aligned with state assessment concepts and skills  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p> <p>3) IEPs are developed by aligning student strengths, needs and interests with grade level standards  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p> <p>4) Staff collects data routinely to measure growth on IEP/BIP goals.  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p> <p>5) The teacher communicates progress in a meaningful and routine way with parents  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p> <p>6) Assessment is evident in the following ways:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anecdotal records</li> <li><input type="checkbox"/> Teacher observation</li> <li><input type="checkbox"/> Teacher made tests</li> <li><input type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Photos/Video</li> <li><input type="checkbox"/> Inventories</li> <li><input type="checkbox"/> Rubrics</li> <li><input type="checkbox"/> Student work</li> <li><input type="checkbox"/> Portfolios</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<p>Planning Domain: 1.1, 1.2 Instruction Domain: 2.3</p>	
<p><b>III. Differentiated Instruction</b></p> <p>1) Lesson plans include a variety of differentiated instructional strategies  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p> <p>2) Lesson plans are aligned with grade level standards  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p> <p>3) Lesson plans incorporate IEP goals and objectives meaningfully  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p> <p>4) Visual supports are implemented consistently  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p> <p>5) Instructional and assistive technology is integrated throughout instruction  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p> <p>6) Students have access to typical peers and general ed settings  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p>	<p>Planning Domain: 1.4 Instruction Domain: 2.2, 2.4, 2.5</p>	
<p><b>IV. Social Communication</b></p> <p>1) Communication attempts are honored and interpreted as best as is possible  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p> <p>2) Communication goals are integrated throughout instruction  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p> <p>3) Communication systems are in place for all students that lack functional expressive language  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p> <p>4) Communication systems &amp; strategies are implemented consistently  <input type="checkbox"/> Not Evident   <input type="checkbox"/> Somewhat   <input type="checkbox"/> Clearly Evident</p>	<p>Planning Domain: 1.3 Learning Environment Domain: 3.1, 3.2, 3.3</p>	

## Action Plan for Continuous Improvement



Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Campus: \_\_\_\_\_

District: \_\_\_\_\_

Target Area of Improvement	Goal	Actions	Projected Date	Person(s) Responsible	Date Completed

# Checklist: Classroom Critical Components

## Evidence-Based Practices for Students with Significant Cognitive Delays



Teacher:

Date:

Campus:

Observer:

Areas of Focus	T-TESS Links	Supporting Documentation
<p><b>I. A. Classroom Climate [Organization]</b></p> <p>1) Areas are clearly defined for different types of activities  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>2) Areas are clearly labeled in ways that students understand  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>3) Areas are designated for group work [large &amp; small]  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>4) Areas are designated for individual work  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>5) Areas are designated for break/sensory activities  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p>	<p>Planning Domain: 1.3.1.4                      Instruction Domain: 2.1, 2.2, 2.4, 2.5                      Learning Environment Domain: 3.1</p>	
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<p><b>II. Alignment with State Standards</b></p> <p>1) Curriculum is aligned with state standards at grade level, focusing on priority concepts and skills relevant to student needs  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>2) Curriculum is aligned with state assessment concepts and skills  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>3) IEPs are developed by aligning student strengths, needs and interests with grade level standards  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>4) Staff collects data routinely to measure growth on IEP/BIP goals.  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>5) The teacher communicates progress in a meaningful and routine way with parents  <input type="checkbox"/> Not Evident    <input type="checkbox"/> Somewhat    <input type="checkbox"/> Clearly Evident</p> <p>6) Assessment is evident in the following ways:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anecdotal records</li> <li><input type="checkbox"/> Teacher observation</li> <li><input type="checkbox"/> Teacher made tests</li> <li><input type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Photos/Video</li> <li><input type="checkbox"/> Inventories</li> <li><input type="checkbox"/> Rubrics</li> <li><input type="checkbox"/> Student work</li> <li><input type="checkbox"/> Portfolios</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<p>Planning Domain: 1.1, 1.2 Instruction Domain: 2.3</p>	
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## Action Plan for Continuous Improvement



Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Campus: \_\_\_\_\_

District: \_\_\_\_\_

Target Area of Improvement	Goal	Actions	Projected Date	Person(s) Responsible	Date Completed

**ECSE PROGRAMS – KINDER LEVEL UP PROFILE**

Date(s) of Staffing :

Date(s) of Observation:

PPCD to Kinder recommendations must be staffed with the Program Manager/Specialist prior to the Kinder Level-Up ARD mtg. A second staffing may be held with the proposed Program Manager/Specialist to review supporting data and make recommendations for a placement if needed.

Student		ID#	
Date of Birth		Current PPCD Campus	
Eligibility		Next Home Campus (Verify for the next school year)	
Home Language		PPCD Programming (must check all that apply)	PPCD AM ___ PM ___ FD___
ECSE Teacher: Name Phone Email			School Health Svc / Nursing _____ Gen Ed PK w ICS _____ Gen Ed PK without support _____ Speech _____ OT _____ PT _____ VI _____ O/M _____ Other _____
CCC Name Phone Email			

Assessment Information	
Current FIE Information	Report Date: Notes:
Criterion Referenced Assessment is required before considering a change in placement. Suggested assessments are listed. Attach summary of assessments.	<p>Students functioning at or below kindergarten level:</p> <p>We Can Early Childhood Assessment / Skills Checklist:</p> <p>Brigance Inventory of Early Development III (Yellow):</p> <p>For students being considered for placement in ABC or FLaSH, ABLLS:</p>

Curriculum/Specialized Instruction	
<p>Does the student require specialized supports in multiple environments?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p>If yes, check all that apply:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> expressing his or her needs</li> <li><input type="checkbox"/> getting from place to place</li> <li><input type="checkbox"/> eating</li> <li><input type="checkbox"/> recess (if applicable)</li> <li><input type="checkbox"/> negotiating social situations</li> <li><input type="checkbox"/> taking care of personal needs</li> </ul> <p>Describe the specialized supports for all areas checked:</p> <p>_____</p>
<p>Is the student potty trained?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p>Does the student require toileting assistance? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Please describe:</p> <p>_____</p>
<p>Does the student utilize assistive technology?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p>If yes, describe:</p> <p>_____</p>
<p>Classroom accommodations: (e.g. picture schedule, frequent breaks, visual supports, etc.)</p>	<p>Please list specific accommodations <u>used on a regular basis</u>:</p> <p>_____</p>
<p>Does the student have any medical needs?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Does the student require ARDed school health services? (e.g. Nursing)</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Does the student require a nurse on the bus?</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p>If yes, describe:</p> <p>_____</p>
<p>Does the student require specialized equipment? (e.g. wheelchair, adapted chairs, standers, walkers, etc)</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p>If yes, please list:</p> <p>_____</p>

Subject Areas (from Pre-K guidelines)	Strengths	Challenges
Emergent Literacy		
Mathematics		
Science/Social Studies		
Language and Communication		
Physical Development		
Social/Emotional		
<p>Does the student spend any time in the Pre-Kindergarten class?  <input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p>If yes, please list the amount of time spent in Pre-kindergarten to date:          _____</p> <p>Does the student require in-class support while in the PK class? <input type="checkbox"/> yes <input type="checkbox"/> no          If yes, describe:          _____</p>	
<b>Behavior</b>		
<p>Behavior Intervention Plan  <input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p>Functional Behavior Assessment (FBA)          Date: _____</p> <p>Information:</p>	
Reinforcers:	Please list / describe:	
<p>Does the student require any of the following strategies or interventions to address behavior?          (Please have observation summaries available to review – DWBS, BCBA, LSSP, AST, etc.)</p>	<input type="checkbox"/> Token/Reward System <input type="checkbox"/> Behavior Contract <input type="checkbox"/> LSSP Involvement <input type="checkbox"/> District Wide Behavior Para Support <input type="checkbox"/> Board Certified Behavior Analyst (BCBA) <input type="checkbox"/> Other: please list _____	
<p>Does the student need specialized instruction in social skills?  <input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p>If yes, what specialized supports are required?          _____</p>	
<p><b>Considerations for Kinder:</b>          Please provide information regarding the Kinder Program / Support recommendations.</p>	<p>Programs/Supports for Kinder based on data review and current progress. Please be specific regarding student needs, subjects and time for service (ex: resource/ICS).</p> <p>Teacher Recommended:</p>	

	PM/PS Recommended if Different:
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Note: The admission, review, and dismissal (ARD) committee is responsible for identifying the student's needs and the appropriate placement in which these needs can be met. Placement decisions **should begin** with the least restrictive environment, i.e., the general education classroom with or without supplementary aids and services. All possible placement alternatives should be considered to ensure that services are delivered in the LRE. A student can be placed in a more restrictive environment only when the ARD committee concludes that education in the less restrictive setting with appropriate supplementary aids and services cannot be achieved satisfactorily.

**Staffing Attendees (Name/Position)**

Name	Campus/Position	Date

PM/PS Notes:

**ECSE PROGRAMS – KINDER LEVEL UP PROFILE**

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<p>Does the student need specialized instruction in social skills?  <input type="checkbox"/> yes <input type="checkbox"/> no</p>	<p>If yes, what specialized supports are required?            _____</p>	
<p><b>Considerations for Kinder:</b>            Please provide information regarding the Kinder Program / Support recommendations.</p>	<p>Programs/Supports for Kinder based on data review and current progress. Please be specific regarding student needs, subjects and time for service (ex: resource/ICS).</p> <p>Teacher Recommended:</p>	

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**Staffing Attendees (Name/Position)**

Name	Campus/Position	Date

PM/PS Notes:
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**2018-19 IN CLASS SUPPORT (ICS) Critical Elements**

General education teacher: Special education staff:	CAMPUS: GRADE:	DATE: SUBJECT:	OBSERVER:		
<b>Planning/Responsibilities</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Follow Up</b>
1. The special education staff is present in the class			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Lesson plans are aligned with grade level scope and sequence and individualized IEPs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Activities are aligned with the level of the TEKS and accommodations/modifications prepared			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Data is analyzed to determine areas of strength, weakness, growth and interventions			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The teacher utilizes special education staff			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The special education staff has knowledge of the expectations and procedures			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Logs are maintained daily/weekly to show record of services and monitor progress			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Various methods of grading are used to measure progress/success (rubrics, portfolios, menus/choices, students tracking their own data, etc.)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Instruction</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Follow Up</b>
9. Teachers use materials that are research-based and provide access to grade level curriculum			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Teachers use a variety of learning modalities and instructional techniques, during instruction			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Evidence of accommodations/modifications being utilized			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Spontaneous adjustments are made during instruction as needed (with no disruption/confusion)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. All staff move freely throughout the class and have access to materials <input type="checkbox"/> The materials are prepared ahead of time			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Differentiated instructional strategies are being implemented in classroom activities and instruction			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Utilization of special education staff supports flexible instructional arrangements			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Small group instruction			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Centers/Stations			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Pairs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Multi-level grouping			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Whole group instruction			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Learning Environment</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Follow Up</b>
17. Students are actively engaged in learning			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The learning objectives address <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> _____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. A classroom schedule/agenda is posted			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. A classroom management system is in place to manage discipline (rewards/consequences)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Procedures are in place and students are aware of them (turning in work, getting supplies...)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The expectations and procedures are established; students need little direction			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Documentation/data collection systems in place to address accommodations, IEP, Behavior Plan, and/or any other information necessary (work samples, journals, tests, etc.)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes:</b> (What is general ed. teacher doing/saying? What is the special ed. staff doing/saying? What are the students doing/saying?) Click or tap here to enter text.					


**2018-19 IN CLASS SUPPORT (ICS) Critical Elements**

General education teacher: Special education staff:	CAMPUS: GRADE:	DATE: SUBJECT:	OBSERVER:		
<b>Planning/Responsibilities</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Follow Up</b>
1. The special education staff is present in the class			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Lesson plans are aligned with grade level scope and sequence and individualized IEPs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Activities are aligned with the level of the TEKS and accommodations/modifications prepared			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Data is analyzed to determine areas of strength, weakness, growth and interventions			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The teacher utilizes special education staff			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The special education staff has knowledge of the expectations and procedures			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Logs are maintained daily/weekly to show record of services and monitor progress			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Various methods of grading are used to measure progress/success (rubrics, portfolios, menus/choices, students tracking their own data, etc.)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Instruction</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Follow Up</b>
9. Teachers use materials that are research-based and provide access to grade level curriculum			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Teachers use a variety of learning modalities and instructional techniques, during instruction			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Evidence of accommodations/modifications being utilized			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Spontaneous adjustments are made during instruction as needed (with no disruption/confusion)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. All staff move freely throughout the class and have access to materials <input type="checkbox"/> The materials are prepared ahead of time			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Differentiated instructional strategies are being implemented in classroom activities and instruction			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Utilization of special education staff supports flexible instructional arrangements			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Small group instruction			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Centers/Stations			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Pairs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Multi-level grouping			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Whole group instruction			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Learning Environment</b>			<b>OBS</b>	<b>Not OBS</b>	<b>Follow Up</b>
17. Students are actively engaged in learning			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The learning objectives address <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> _____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. A classroom schedule/agenda is posted			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. A classroom management system is in place to manage discipline (rewards/consequences)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Procedures are in place and students are aware of them (turning in work, getting supplies...)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The expectations and procedures are established; students need little direction			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Documentation/data collection systems in place to address accommodations, IEP, Behavior Plan, and/or any other information necessary (work samples, journals, tests, etc.)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes:</b> (What is general ed. teacher doing/saying? What is the special ed. staff doing/saying? What are the students doing/saying?) Click or tap here to enter text.					

# Instruction for In-Class Support/Co-Teach Log

Please see the Appendix for a copy of the In-Class Support/Co-Teach Log to document for students on your campus.

As a district, Fort Bend ISD has created a specific form for documenting services that are part of a student’s individualized program. The Fort Bend ISD Special Education handbook identifies the district’s process for completing the form in Section 4 of the handbook.



**Fort Bend ISD**  
2016 – 2017  
Inclusion / Co-Teach Class Log

Student Name: \_\_\_\_\_ Grading Period: 1 2 3 4

Date	Time In	Time Out	Subject	Assignment	Sp Ed Staff Initial	Gen Ed Teacher Initial
8/22	10:00	10:45	Reading	calendar and get to know you group activity	A.B.	E.D.

\*\* One form per student. Revised 07/2016

This form remains with the teacher of records (general education teacher)

This is a copy of the In-Class Support/Co-Teach Log which is found on Fort Share and Share Point for easy access. This log is used to document the support for students who receive special education services in their general education classroom. Support will be documented on the day it was given to the students receiving special education services. Logs are located in one binder with in the classroom for easy access.



Fort Bend ISD

2016 – 2017

Inclusion / Co-Teach Class Log

Student Name: \_\_\_\_\_

Grading Period: 1 2 3 4

Date	Time In	Time Out	Subject	Assignment	Sp Ed Staff Initial	Gen Ed Teacher Initial
8/22	10:00	10:45	Reading	Calendar and get to know you group activity	A.B.	E.D.

\*\* One form per student.

Revised 07/2016

This form remains with the teacher of records (general education teacher)

The two types of support provided within the general education setting by special education staff are in class support, usually provided by a paraprofessional or possibly a special education teacher or co-teach which is provided within the general education classroom by a certified Special Education Teacher and the General Education Teacher. This form is to be updated based upon the services delivered. Paraprofessionals providing in class support or special education teachers collaboratively co-teaching or providing in class support will complete the log.



Fort Bend ISD

2016 – 2017

Inclusion / Co-Teach Class Log

Student Name: \_\_\_\_\_

Grading Period: **1** 2 3 4

Date	Time In	Time Out	Subject	Assignment	Sp Ed Staff Initial	Gen Ed Teacher Initial
8/22	10:00	10:45	Reading	Calendar and get to know you group activity	A.B.	C.D.

\* \* One form per student.

Revised 07/2016

This form remains with the teacher of records (general education teacher)

Again, this form is to be updated **daily** based upon the services delivered. The support personnel-either the special education paraprofessional or teacher, will complete the form to document the amount of time the services were provided in the subject and a brief description of the assignment the class was completing.

If you have questions about documentation for students receiving special education services, please discuss it with the special education staff at your campus.



Fort Bend ISD

2016 – 2017

Inclusion / Co-Teach Class Log

Student Name: \_\_\_\_\_ Grading Period: 1 2 3 4

Date	Time In	Time Out	Subject	Assignment	Sp Ed Staff Initial	Gen Ed Teacher Initial
8/22	10:00	10:45	Reading	Calendar and get to know you group activity	A.B.	E.D.

\* \* One form per student.

Revised 07/2016

This form remains with the teacher of records (general education teacher)

Each day, the special education staff and general education teacher initial the log to ensure services were given and document. The form should be **fully** completed daily and should **NOT** include ditto marks or arrows to represent the same information on different days.

As stated in the Special Education Handbook, Accommodation Logs should be turned in to a specified location determined by the Special Education Department Head or ARD Facilitator every nine weeks. Keep the log updated daily and in one location for easy accessibility.

Teacher Name: \_\_\_\_\_

Campus: \_\_\_\_\_

PPCD Critical Elements					
Classroom Learning Environment					
	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Visit Date: _____	Notes/Comments
1. The learning environment encourages and supports child-initiated learning and choice making opportunities.					
2. Physical space and materials are designed to promote engagement, play, interaction and learning.					
3. The classroom organization facilitates maximum amount of independent movement					
4. Routines and transitioning are predictable and structured to promote interaction, communication and learning with visual cue systems in place.					
5. A variety of appropriate settings and naturally occurring environments are used to facilitate children's learning and development.					
6. Flexible instructional arrangement – <b>students rotate</b> through instructional areas.					
◆ Small group area for direct instruction					
◆ Independent work areas (desks, carrels, or tables)					
◆ Whole group area (whole group work for short periods of time (approx. 15 min)					
◆ Centers/Stations					
7. Play routines are structured to promote social interaction, communication, and learning when defining roles for dramatic play.					
8. Materials are prepared, organized and accessible for teachers and students throughout the day.					
9. Use of Schedules					
◆ Daily schedules reflect balanced programming while providing each child with an opportunity to participate in a large and small group activity					
◆ Individual schedules are clearly visible and accessible in the classroom.					
◆ Classroom routines and activities promote student independence.					
<b>KEY: 0=Not Evident, 1=In progress: &lt;half at any given time or Artifacts Only, 2=In progress: &gt;half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others</b>					
Teacher/Para-Educator Communication					
10. Communication between the teacher and para-educators is relevant to work and appropriate for school environment.					
11. Teacher and paraprofessional schedules are posted which include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses, etc.					
12. Teacher and paraprofessionals follow an established schedule for supervising students both inside and outside the classroom					
13. Teacher communicates regularly with staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented.					
<b>Key: 0=Not Evident, 1=In progress: staff behavior is highly variable, 2=In progress: the majority of staff meet expectations, 3=Mastery: all staff meet expectations, 4=Mentor level, ready to train others</b>					
Instruction					
14. Curriculum:					
◆ IEP learning objectives are planned and embedded within meaningful activities and integrated within daily routines					
◆ Instructional lessons show link to Pre-Kindergarten Guidelines, goals, IEP's and the We Can! Early Learning Curriculum.					

Teacher Name: \_\_\_\_\_

Campus: \_\_\_\_\_

PPCD Critical Elements (2)					
	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Visit Date: _____	Notes/Comments
◆ Teachers use materials that are research-based and provide daily explicit and systematic instruction.					
15. Individualized Instruction					
◆ Use age appropriate instructional materials to support abstract skill generalization.					
◆ Use age appropriate instructional materials to support abstract skill generalization.					
◆ Strategies are planned to provide for unique learning styles while promoting a way for each student to communicate basic wants, needs and choices while using the following: sign language, pictures, objects, low tech and communication boards.					
16. Assistive Technology					
◆ The teacher implements AT recommendations approved by the ARD committee.					
◆ AT tools are utilized throughout the day (examples: communication systems, writing tools/software and visual supports					
◆ All students who are non-verbal or have limited verbal communication skills have a personalized communication system in place (low tech).					
17. Centers					
◆ Clearly identify the space where center activity is to occur and the materials contained in centers.					
◆ Sufficient time is planned for children to actively engage in the center					
◆ Centers are filled with choices and learning opportunities.					
<b>KEY: 0=Not Evident, 1=In progress: Materials or Artifacts Only, 2=In progress: Limited/Inconsistent, some areas or activities, 3=Mastery: widespread pervasive practice, 4=Mentor Level: Ready to train others</b>					
<b>Individual Education Plans (IEPs) and Lesson Plans</b>					
18. Teacher has extensive knowledge of each student's IEP and BIP.					
19. Assess, collaborate with the PK teacher, program coordinator and program facilitator to consider opportunities to address IEP goals in the PK setting. (ARD committee decision).					
20. The learning objectives addressed in the lessons show a clear link to general education 'Standards'					
21. Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives. Information in the portfolio includes:					
◆ Legal documents					
◆ Assessment records (Brigance and ABLLS)					
◆ Work samples					
◆ We Can! Pre/Post assessment					
◆ Related service log					
22. Documentation and Grading					
◆ Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives.					
◆ The data is reflected in numerical percentages or trials and is easily interpreted.					
◆ Teachers follow FBISD grading policies.					
23. Assessment					
◆ Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.					
◆ There is a clear link between the assessment and the PLAAFP.					
<b>KEY: 0=Not Evident, 1=In progress: Materials or Artifacts Only, 2=In progress: Limited/Inconsistent, some areas or activities, 3=Mastery: widespread pervasive practice, 4=Mentor Level: Ready to train others</b>					

Teacher Name: \_\_\_\_\_

Campus: \_\_\_\_\_

**PPCD Critical Elements (3)**

**Behavior Management**

	Teacher Self Rating	Visit Date: _____	Visit Date: _____	Visit Date: _____	Notes/Comments
24. Classroom rules/CHAMPS expectations are clearly visible and explicitly written in a way that the students will understand.					
25. An individualized behavior management system for each student is in place, based on the BIP					
◆ Positive reinforcement systems are used (first/then, penny board, sticker charts, token economy, etc.)					
◆ Effective interventions are used/observed					
◆ Use of prompting sequence					
◆ Data collection system is in place and data is analyzed to determine if interventions are working					
<b>Key: 0=Not evident, 1=In progress: staff can verbalize but limited implement, 2=In progress: limited, some activities, 3=Mastery: Widespread pervasive use, 4=Mentor Level: Ready to train others</b>					



**FORT BEND INDEPENDENT SCHOOL DISTRICT**  
School Health Services

- 
- 
14. Does your school counselor know of your pregnancy?  Yes  No
15. What are plans for school?  Remain in School  Adult Education  Drop out of school
16. Are you employed?  Yes  No If yes, where? \_\_\_\_\_
17. Do you have a driver's license?  Yes  No Do you have a car?  Yes  No
18. Have you consumed any drugs or alcohol in the last six months?  Yes  No
19. Which hospital will you deliver at? \_\_\_\_\_
20. Have you selected a pediatrician?  Yes  No
- Pediatrician Name \_\_\_\_\_
- Address \_\_\_\_\_
- Phone # \_\_\_\_\_
- 
- 

**III. SUPPORT SERVICES**

1. Child Care  Family will care for child  Workforce Solutions  Need resources
2. WIC  Receives  Applied  Need Resources
3. Prenatal Care  Receives  Need Resources
4. Medicaid  Receives  Applied  Need Resources
5. Child Support  Applied  Need Resources
6. Other: \_\_\_\_\_
- 
- 

**IV. GRADUATION INFORMATION**

Projected Graduation Date \_\_\_\_\_

Career Goals \_\_\_\_\_

\_\_\_\_\_

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**V. Notifications**

Date PRS Teacher notified \_\_\_\_\_ Name of PRS Teacher \_\_\_\_\_

Social Services  Yes  No Name of Social Worker \_\_\_\_\_

Counselor  Yes  No Name of Counselor \_\_\_\_\_

PIEMS Coordinator  Yes  No Date \_\_\_\_\_

**VI. Referrals**

Community Resources  Yes  No Other Referrals \_\_\_\_\_

Government Agencies  Yes  No \_\_\_\_\_

Workforce Solutions  Yes  No \_\_\_\_\_

\_\_\_\_\_  
Nurse Signature

\_\_\_\_\_  
Date

**QUARTERLY REVIEW MEETING (QRM)**

Student		QRM 1 Date	
Teacher		QRM 2 Date	
Grade		QRM 3 Date	
Eligibility		QRM 4 Date *discuss ESY	
Home Language		Current/Home Campus	
Program Manager/Specialist		Current Placement	

**\*Note: Items below do not need to be printed – We will review Skyward and Success Ed. during the QRM.**

Student Information/Compliance Review*	
<p><b><u>Success Ed Information*</u></b>            Annual ARD Date: _____            FIE Date: _____            Schedule of Services (SOS): _____            Related Services: _____            Assistive Technology: _____</p> <p><b><u>Skyward Information*</u></b>            Schedule: Matches SOS? _____            Skyward Attendance: _____            Skyward Grades: _____            Skyward Discipline Report: _____            Number of Days out of Placement: _____</p> <p>ESL status: _____            Is the teacher ESL certified?: _____            ELL Instructional Accommodations: _____</p>	<p>Notes:</p>
Academic/Behavior/LRE*	
<p><b><u>Review and Discuss*</u></b></p> <p>IEPs and Progress Reports completed in Success Ed: _____</p> <p>BIPs and Data Collection: _____</p> <p>For students receiving BSS services:</p> <ul style="list-style-type: none"> <li>• Reintegration Plan _____</li> </ul> <p>Discussion Points:</p> <ul style="list-style-type: none"> <li>• Internal/External Support</li> <li>• Accommodations (How)</li> <li>• Modification (What)</li> <li>• Individual Student Needs</li> </ul>	<p>Notes:</p>

**Recommendations/Action Plan**

Notes:

QRM Team Members:

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

## District Behavior Support Referral Form

Student Name:

Grade:

Home Campus:

Current Campus:

Program:

Special Ed. Teacher:

General Ed. Teacher(s):

	Yes	No	Comments	Initials
<b>LSSP Responsibility</b>				
1. Is there a Functional Behavior Assessment in place with a Behavior Intervention Plan that has been developed by a LSSP?			If no, obtain consent and develop.	<small>LSSP</small>
2. Have interventions been implemented with fidelity ( <u>Teacher's Encyclopedia of Behavior Management; Interventions or another research-based intervention recommended by LSSP</u> ) for at least 3-4 consecutive weeks?			If no, stop and put in place and provide training if needed.  If yes, intervention _____ <span style="float: right;">(specify)</span>	<small>LSSP</small>
3. Has data been collected on <u>intervention(s)</u> for a minimum of 3-4 weeks with fidelity?			If yes, have any patterns or trends been observed? Please describe. Attach a summary or graph if available.	<small>LSSP</small>
4. Staffing with Coordinator to review data.			Staffing includes Campus Based LSSP, administrator, Coordinator, and other personnel as appropriate.	<small>LSSP</small>
<b>Referral Checklist</b>				
<ul style="list-style-type: none"> <li>Current FBA/BIP (# 1)</li> <li>Intervention data (#2)</li> <li>Any LSSP observation(s) and recommendation(s)</li> <li>IEP Progress Report(s)</li> </ul>			Missing/Incomplete Items	<small>Assistant Director</small>

Please submit all referrals for District Behavior Support with supporting documentation to Dr. Deena Hill, Executive Director of Special Education. \*\*If student behaviors are severe and safety is a major concern, Dr. Hill may be contacted to request district support.

# Reintegration Form

**Student Name:** \_\_\_\_\_ **Campus:** \_\_\_\_\_

<p><b>Behaviors of Concern</b></p> <p><i>Example: off tasks behavior looks like leaving assigned area, sitting with head down and sleeping.</i></p>			
<p><b>Baseline</b></p> <p><i>Example: student sleeps or puts head down twice a week for an hour each time and leaves assigned area up to 6 times a day.</i></p>			
<p><b>Goals</b></p> <p><b>Example:</b></p> <p><i>In a 6 to 9 week period 0 episodes of sleeping.</i></p> <p><i>Or</i></p> <p><i>In a 6 to 9 week period the student leaves assigned area 3 times.</i></p> <p><i>Or</i></p> <p><i>In a 6 to 9 week period student leaves assigned area 1 time.</i></p>	<p>Goal 1:</p>	<p>Goal 2:</p>	<p>Goal 3:</p>
<p><b>Interventions</b></p> <p><i>Once assignment is completed student may put his head down for 10 minutes using a timer.</i></p> <p><i>With permission the student is allowed to leave the assigned area and complete her assignment in an alternate location.</i></p> <p><i>Student is given movement breaks task completion</i></p>			

# Reintegration Form

**Progress Monitoring Summary: Attach your data sheets. Please progress monitor weekly for 6-9 weeks.**

**If the goal was not achieved please document the following:** Does the goal need to be adjusted? Have interventions been implemented with fidelity? Do interventions need to be adjusted? Does goal need to be broken into smaller objectives?

**Was goal number 1 achieved?** \_\_\_\_\_

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**Was the goal number 2 achieved?** \_\_\_\_\_

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**Was the goal number 3 achieved?** \_\_\_\_\_

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**Decision (if goal achieved)** \_\_\_\_\_

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**Action Steps (if goal was not achieved)** \_\_\_\_\_

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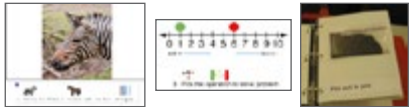
# Reintegration Form

Cover Sheet



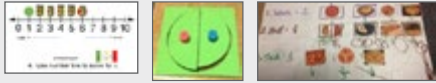
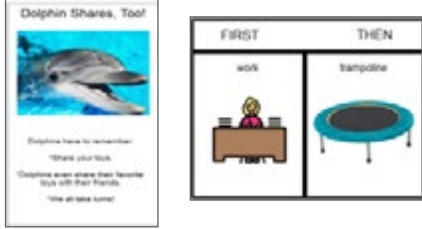

2018-19 RESOURCE Classroom Critical Elements

RESOURCE TEACHER: Para:	CAMPUS: GRADE:	DATE: SUBJECT:	OBSERVER:		
PLANNING/RESPONSIBILITIES			OBS	Not OBS	Follow up
1. A classroom schedule/agenda is posted and reflects the core content areas			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Paraprofessional schedule is appropriate and effective (# of paras present during observation____)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Lesson plans are aligned with grade level scope and sequence and individualized IEPs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Activities are aligned with students' individualized IEPs and/or curriculum			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Classroom management system is in place			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Positive reinforcements are used			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Effective interventions are used/observed			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Data collection system is in place			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Data is analyzed to determine if interventions are effective			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Legal documents (i.e. ARD, IEP, BIP, Autism Supplement, Personal Care Supplement, Parent Communication Log, Accommodation log)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Assessment records (i.e. Brigance, universal screener, AOM, AOR, DRA2, KeyMath, Read 180,			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Work samples (i.e. tests, journals, daily work, writing samples, projects)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Individual data sheets (maintain weekly to monitor progress toward IEP and BIP objectives)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INSTRUCTION					
7. Individualized Instruction			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Instructional activities are age appropriate and based on needs and cognitive level of each student.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Teachers use materials that are research-based and provide daily explicit and systematic instruction.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Teachers use a variety of learning modalities.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Teachers use visual schedules.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◆ Materials used: _____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assistive Technology: AT tools are utilized throughout the day, based on individual needs of the student (i.e. communication systems, writing tools/software, visual supports, calculators)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Curriculum: Academic activities and IEP objectives are aligned with TEKS/FBISD scope and sequence			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Classroom routines and activities promote student learning.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Differentiated Instruction strategies are being implemented in classroom activities and instruction Strategies used: _____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Evidence of the utilization of a Project Read Strand <input type="checkbox"/> Phonics <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Writing-Report Form/Story Form			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEARNING ENVIRONMENT					
13. Students are actively engaged			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The learning objectives addressed in the lesson demonstrate a clear link to general education standards: <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Flexible instructional arrangement-students rotate through instructional areas that are clearly defined <input type="checkbox"/> Small group area <input type="checkbox"/> Independent work area <input type="checkbox"/> Whole group area			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Behavior expectations are established <input type="checkbox"/> Interventions are being used (stickers, contract, visual schedule) <input type="checkbox"/> CHAMPS			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Teachers are using documentation forms to address IEP, BIP, accommodations and/or any other information necessary (work samples, journals, IEP tracker, tests, data sheet)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Notes:</b> (What is the teacher doing/saying? What is the para doing/saying? What are the students doing/saying)? <a href="#">Click or tap here to enter text.</a>					

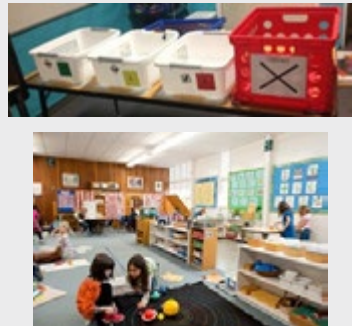
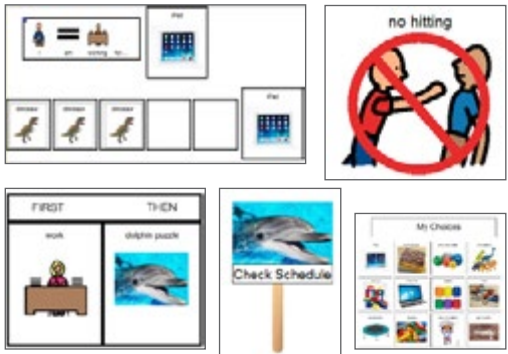
# TTESS Supplement: Evidence-Based Practice in the Low-Incidence Disabilities Setting (2016)

DOMAIN 1 – Planning	Evidence in Low-Incidence Setting	Examples/Tools
<p><b>1.1 Standards and Alignment (1.1, 1.2, 3.1, 3.2, 3.3)</b> Clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</p> <ol style="list-style-type: none"> <li>1. Aligned goals, standards and objectives</li> <li>2. Lesson design/structure and pacing</li> <li>3. Activities, materials and resources tied to standards</li> <li>4. Technology integration</li> </ol>	<ol style="list-style-type: none"> <li>1. Grade-level content @ prerequisite skill level</li> <li>2. Lesson Plan w/key components (UNCC resource); cyclical plan in place</li> <li>3. Hands-on activities/manipulatives align with theme/area of study</li> <li>4. Use of assistive technology to provide access for all learners</li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">TEA STAAR Alternate 2 Vertical Alignment Document</a></li> <li>2. <a href="#">Conceptual Model for Lesson Planning</a></li> </ol> 
<p><b>1.2 Data and Assessment (1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4)</b> Teacher uses formal/informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <ol style="list-style-type: none"> <li>1. Formal/informal assessments</li> <li>2. Progress monitoring</li> <li>3. Communication/feedback</li> <li>4. Data analysis tied to drive instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. Data collection for pre-, &amp; post- instruction (<i>What do they know? Did they make progress?</i>)</li> <li>2. Data collection during instruction: (<i>How do you know they're getting it?</i>)</li> <li>3. Immediate, specific feedback</li> <li>4. Prerequisite skill level of instruction based on data driven by student performance (anecdotal/criterion, video, photos)</li> </ol>	<p>Sample Data Sheets here: <a href="http://mast.ecu.edu/modules/dc_intro/concept/">http://mast.ecu.edu/modules/dc_intro/concept/</a></p>
<p><b>1.3 Knowledge of Students (1.1, 1.2, 1.3, 2.1, 2.2, 2.3)</b> Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.</p> <ol style="list-style-type: none"> <li>1. Students' prior knowledge</li> <li>2. Adjustments tied to student needs</li> <li>3. Diverse learning tied to student strengths</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers reference and use Present Levels of Academic Achievement and Functional Performance (PLAAFP) statement when considering student access to lessons, pre-assessment data</li> <li>2. Level of symbolic understanding; level of access (Verb Document)</li> <li>3. Student interests/strengths built into instruction</li> </ol>	<p><a href="#">Symbolic Level of Understanding</a></p> <p><a href="#">Verb Document</a></p> <ol style="list-style-type: none"> <li>3. Use of student interests incorporated into academic lessons as appropriate</li> </ol>
<p><b>1.4 Activities (1.2, 1.3, 1.4, 1.5)</b> Teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p> <ol style="list-style-type: none"> <li>1. Questionings/HOTS</li> <li>2. Grouping</li> <li>3. Roles/responsibilities</li> <li>4. Student goal setting</li> <li>5. Activities, resources, materials and technology</li> <li>6. Problem solving</li> </ol>	<ol style="list-style-type: none"> <li>1. Use of appropriate language/communication supports (conversation boards, assistive technology tools) to support student response mode (pointing, eye gaze, switch access, verbalization)</li> <li>2. Differentiated materials and expectations dependent on student level of access (3,2,1—Verb Document)</li> <li>3. Clear expectations of activity/student expectations displayed visually (if necessary) for students at their level of symbolic understanding (object, photo, line drawing)</li> <li>4. Expectation for student mastery of skill-used to collect data on student progress</li> <li>5. Use of assistive technology &amp; adapted materials (leveled books, manipulatives @ student symbolic level of understanding, hands-on/concrete activities for skill presentation and acquisition)</li> <li>6. Questioning and expectations leveled depending on student independence level and ability</li> </ol>	<ol style="list-style-type: none"> <li>1. </li> <li>2. <a href="#">Verb Document</a> </li> <li>3. </li> <li>5. </li> </ol>

# TTESS Supplement: Evidence-Based Practice in the Low-Incidence Disabilities Setting (2016)

DOMAIN 2 – Instruction	Evidence in Low-Incidence Setting	Examples/Tools
<p><b>2.1 Achieving Expectations (1.2, 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2)</b> Teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</p> <ol style="list-style-type: none"> <li>Academic expectations</li> <li>Mastery of objective</li> <li>Student mistakes tied to self-correcting</li> <li>Student initiative tied to self-monitoring</li> </ol>	<ol style="list-style-type: none"> <li>Grade-level content at prerequisite skill level; use of STAAR Alternate 2 Essence Statements/ Vertical Alignment document in instruction</li> <li>Data collection w/objectives based on student level of skill acquisition; students able to complete a task/activity to demonstrate understanding (not solely paper/pencil type assessment)</li> <li>Use of cues/prompts and fading of support to build student independence and skill mastery</li> <li>Immediate, specific feedback provided; use of visuals/video modeling for student monitoring</li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Essence Statements; Vertical Alignment Document</a></li> <li>Verb Document</li> <li><a href="#">Cueing &amp; Prompting Hierarchy</a></li> <li>  </li> </ol>
<p><b>2.2 Content Knowledge and Expertise (1.1, 1.3, 1.5, 1.6, 2.3, 3.1, 3.2, 3.3)</b> Teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p> <ol style="list-style-type: none"> <li>Content knowledge in multiple contexts</li> <li>Objectives linked with other disciplines</li> <li>Anticipation of misunderstanding tied to techniques</li> <li>Thinking/HOTS</li> <li>Real world</li> </ol>	<ol style="list-style-type: none"> <li>Grade-level content at prerequisite skill level; use of STAAR Alternate 2 Essence Statements/ Vertical Alignment document in instruction</li> <li>Use a cross-curricular thematic approach based on real-life experiences students will be able to access</li> <li>Use of task analysis to break skill into smallest steps necessary for student understanding</li> <li>Use of concrete, hands-on examples and activities</li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Essence Statements; Vertical Alignment Document</a></li> </ol>
<p><b>2.3 Communication (1.4, 1.5, 2.1, 3.1, 4.4)</b> Teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p> <ol style="list-style-type: none"> <li>Two-way communication</li> <li>Student misunderstandings</li> <li>Verbal/written communication</li> <li>Questioning/discussions</li> <li>Wait time</li> <li>Visual tools/technology</li> </ol>	<ol style="list-style-type: none"> <li>Provide student access to assistive technology for communication for students with limited/no verbal language (so students can demonstrate knowledge)</li> <li>Use of visual, concrete, interactive activities presented in small steps; consider preferred/dominant learning style of student (visual, auditory, kinesthetic, etc.)</li> <li>Supported by visuals (based on symbolic level of understanding) as needed by student (also for 4.)</li> <li>ALWAYS provide wait time then follow with necessary support</li> <li>Most lessons supported visually, with technology, or with concrete, hands-on learning opportunities</li> </ol>	<ol style="list-style-type: none"> <li>  </li> <li><a href="#">Cueing &amp; Prompting Hierarchy</a></li> <li>  </li> </ol>
<p><b>2.4 Differentiation (1.3, 1.6, 2.1, 2.2, 2.3, 3.3, 4.1, 5.1, 5.3, 5.4)</b> Teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <ol style="list-style-type: none"> <li>Individualized lessons</li> <li>Monitoring of participation and performance</li> <li>Different methods and content</li> <li>Recognizing confusion/disengagement and responding</li> </ol>	<ol style="list-style-type: none"> <li>Incorporating student interests and IEP-related accommodations and assistive technology supports</li> <li>Data collection,</li> <li>Multi-modal approach: concrete, hands-on approach</li> <li>Knowledge of characteristics of student needs; incorporate components to meet sensory/student needs in instructional day</li> </ol>	
<p><b>2.5 Monitor and Adjust (1.4, 1.5, 2.2, 2.3, 3.2, 4.4, 5.3, 5.4)</b> Formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <ol style="list-style-type: none"> <li>Monitor and adjust instruction and activities</li> <li>Adjusting to address engagement</li> <li>Monitor behavior</li> <li>Check for understanding</li> <li>Questions and academic feedback</li> </ol>	<ol style="list-style-type: none"> <li>Awareness of lesson length and opportunities for change of state (movement, music, manipulatives); whole group, small group, individual work</li> <li>Incorporating engagement component to lesson plan based on student interests/learning style</li> <li>Use of visual behavior supports when needed</li> <li>Formative assessment styles/use of communication supports to provide access to student answering</li> </ol>	<ol style="list-style-type: none"> <li>Visual behavior support card &amp; transition marker                      </li> </ol>

## TTESS Supplement: Evidence-Based Practice in the Low-Incidence Disabilities Setting (2016)

DOMAIN 3 – Learning Environment	Evidence in Low-Incidence Setting	Examples/Tools
<p><b>3.1 Classroom Environment, Routines and Procedures (1.4, 4.1, 4.2, 4.3, 4.4)</b> Teacher organizes a safe, accessible and efficient classroom.</p> <ol style="list-style-type: none"> <li>Procedures, routines and transitions</li> <li>Management of supplies and equipment tied to student leadership</li> <li>Safe and organized classroom</li> </ol>	<ol style="list-style-type: none"> <li>All students (even those that are non-ambulatory) can access all areas of classroom safely</li> <li>Consistent routine that utilizes visual schedules, timers, transition markers used routinely and consistently with students that need additional support</li> <li>Areas/Materials clearly labeled with visuals so that students can navigate environment with highest level of independence and collect materials as independently as possible</li> </ol>	
<p><b>3.2 Managing Student Behavior (4.1, 4.2, 4.3, 4.4)</b> Teacher establishes, communicates and maintains clear expectations for student behavior.</p> <ol style="list-style-type: none"> <li>Behavior systems</li> <li>Behavior standards</li> </ol>	<ol style="list-style-type: none"> <li>Visually-supported expectations</li> <li>Individualized behavior systems dependent on level of structure student needs (high, medium, low) including:                         <ol style="list-style-type: none"> <li>Schedules</li> <li>Timers</li> <li>Transition markers</li> <li>Visual expectation cards</li> <li>Preferred choices offered (after work)</li> </ol> </li> <li>Consistent and routine use of supports (visual tools) by all staff that interact with student</li> </ol>	
<p><b>3.3 Classroom Culture (1.5, 1.6, 3.2, 4.3, 4.4, 5.1, 5.2, 5.4)</b> Teacher leads a mutually respectful and collaborative class of actively engaged learners.</p> <ol style="list-style-type: none"> <li>Relevant, meaningful learning</li> <li>Working respectfully                         <ol style="list-style-type: none"> <li>Individual</li> <li>Group</li> </ol> </li> <li>Rapport/collaboration</li> <li>Diverse learning tied to student strengths</li> </ol>	<ol style="list-style-type: none"> <li>Lessons are differentiated so that all students can access content based on level of understanding</li> <li>Based on real-life, meaningful components of students' lives with an interactive, hands-on approach</li> <li>Levels of structure in place to support students during independent and group work</li> <li>Knowledgeable about student interests and incorporate them in instruction/behavior supports</li> <li>Student strengths are taken into consideration when lessons are developed and are incorporated when applicable</li> </ol>	<ol style="list-style-type: none"> <li>Verb document, symbolic level of understanding</li> <li>Visual schedules, choice boards, behavior support cards, etc. as needed by student</li> </ol>

## TTESS Supplement: Evidence-Based Practice in the Low-Incidence Disabilities Setting (2016)

DOMAIN 4 – Professional Practices & Responsibilities	Evidence in Low-Incidence Setting	Examples/Tools
<p><b>4.1 Professional Demeanor and Ethics (6.2, 6.3, 6.4)</b>                      Teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p> <ol style="list-style-type: none"> <li>1. Code of Ethics</li> <li>2. Professional Standards</li> <li>3. Student advocacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional Philosophy: Least Dangerous Assumption (Presume Competence)</li> <li>2. Meaningful collaboration and discussion with general education teachers (dependent on student schedule) regarding IEP: PLAAFP statement, IEP goals, and necessary accommodations and supports</li> </ol>	
<p><b>4.2 Goal-Setting (5.4, 6.1, 6.2)</b>                      Teacher reflects on his/her practice.</p> <ol style="list-style-type: none"> <li>1. Self-assessing                         <ol style="list-style-type: none"> <li>1. Teacher level</li> <li>2. Student level</li> </ol> </li> <li>2. Goal Setting                         <ol style="list-style-type: none"> <li>1. Short-term</li> <li>2. Long-term</li> </ol> </li> </ol>		
<p><b>4.3 Professional Development (3.1, 6.1, 6.2, 6.3)</b>                      Teacher enhances the professional community.</p> <ol style="list-style-type: none"> <li>1. PD participation linked to leadership</li> <li>2. Improvement plans</li> </ol>		
<p><b>1.4 Activities (1.2, 1.3, 1.4, 1.5)</b>                      Teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</p> <ol style="list-style-type: none"> <li>1. Outreach</li> <li>2. Stakeholder communication and involvement</li> <li>3. Support of mission, vision and goals</li> </ol>		

# Rubric: Evidence-Based Practices for Students with Significant Cognitive Delays



## Statement of Purpose

The rubric for evidence-based practices for students with significant cognitive delays has been developed to promote quality instruction consistently throughout the State of Texas. The desired outcome is to improve programs and services for individuals with special needs by reflecting on current practices in light of best practices.

The rubric is organized in the following categories:

- I. Alignment with State Standards
- II. Effective Teams
- III. Classroom Climate
- IV. Active Learning
- V. Social Communication

The scale includes the following:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Best Practice is Not Evident</b>	<b>Best Practice is Emerging</b>	<b>Best Practice is Somewhat Evident</b>	<b>Best Practice is Clearly Evident</b>

Although each category has a number associated with its descriptor, the focus is on continuous improvement and program development. Therefore, the numbers are to help organize the content of the rubric and do not constitute an overall score.

## Instructions

- Review the items in each column in the rubric from 1 through 4.
- Determine which category reflects the current practice in the classroom most accurately. All items in the column should be evident in order to score that particular category. For example, if most but not all of the items in category 4 are evident, then do not score a 4. Instead, move to the category 3 and ensure that at least each of those items is evident.
- Check off the box at the top of the column and include the date.
- Provide supporting documentation in the right hand column.
- Use the findings to develop an action plan for ongoing program development and improvement.

## Rubric: Evidence-Based Practices for Students with Significant Cognitive Delays



**Team Members:** \_\_\_\_\_

**Campus/District:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### I. Alignment with State Standards [T-TESS Dimensions 1.1, 1.2, 1.3, 2.2, 2.4, 2.5]

1 Best Practice is Not Evident	2 Best Practice is Emerging	3 Best Practice is Somewhat Evident	4 Best Practice is Clearly Evident	Supporting Documentation
<input type="checkbox"/> Current level as of _____ a) There is no identified curriculum in place. b) There is no clear connection between ongoing instruction and assessment concepts and skills. c) Individual Educational Plans [IEPs] are developed with little or no consideration for grade level standards. d) Staff does not collect data to measure growth on IEP/BIP goals. e) The teacher does not communicate progress in meaningful ways with parents.	<input type="checkbox"/> Current level as of _____ a) The curriculum is based on student IEPs with some connections to state standards. b) Instruction is somewhat aligned with state assessment concepts and skills. c) Individual Educational Plans [IEPs] are developed by aligning student strengths, needs and interests with grade level standards. d) Staff collects data inconsistently to measure growth on IEP/BIP goals. e) The teacher communicates progress in meaningful ways with parents inconsistently.	<input type="checkbox"/> Current level as of _____ a) The curriculum is aligned with state standards. b) The curriculum is aligned with state assessment concepts and skills at certain times throughout the year. c) Individual Educational Plans [IEPs] are developed by aligning student strengths, needs and interests with grade level standards. IEPs incorporate family concerns in some situations. d) Staff collects data routinely to measure growth on IEP/BIP goals. e) The teacher communicates progress with parents in meaningful ways at specific timelines.	<input type="checkbox"/> Current level as of _____ a) The curriculum is aligned with state standards at grade level, focusing on priority concepts and skills relevant to student needs. b) The curriculum is aligned with state assessment concepts and skills throughout the entire year. c) Individual Educational Plans [IEPs] are developed by aligning student strengths, needs and interests with grade level standards. IEPs incorporate family concerns consistently. Students are included in the IEP process as much as is possible. d) Staff collects data routinely to measure growth on IEP/BIP goals. Staff meets to analyze and interpret the data to make instructional and behavioral decisions. e) The teacher communicates progress in meaningful ways with parents on a consistent basis. f) Student portfolios are sent to the next educational setting to facilitate a successful transition.	

II. Effective Teams [T-TESS Dimensions 1.2, 3.1, 3.2, 3.3]				
1 Best Practice is Not Evident	2 Best Practice is Emerging	3 Best Practice is Somewhat Evident	4 Best Practice is Clearly Evident	Supporting Documentation
<input type="checkbox"/> Current level as of _____ a) Team members do not have a clear understanding of their roles and responsibilities. b) Team members do not collect data on student progress. c) Team members do not meet on a regular basis, but may discuss plans and problems on an informal basis throughout the day. d) Team members do not collaborate effectively. e) Team members mostly address problems in a reactive way. f) Team members communicate with families only when problems arise.	<input type="checkbox"/> Current level as of _____ a) Team members have a limited or unclear understanding of their roles and responsibilities. b) Team members collect data on student progress on an inconsistent basis. c) Team members meet on an inconsistent or as needed basis. d) Team members sometimes discuss ways to solve problems proactively. e) Team members sometimes communicate with families.	<input type="checkbox"/> Current level as of _____ a) Team members somewhat have clear roles and responsibilities that contribute to effective instruction and preventive behavioral strategies. b) Team members collect data on student progress somewhat consistently. c) Team members meet on a regular basis to discuss instructional plans. d) Team members collaborate to solve problems proactively. e) Team members communicate with families on a regular basis.	<input type="checkbox"/> Current level as of _____ a) Team members have clear roles and responsibilities that contribute to effective instruction and consistent preventive behavioral strategies. b) Team members collect data on student progress consistently. c) Team members meet on a regular basis to analyze data to improve instructional and behavioral plans. d) Team members collaborate to solve problems proactively. e) Team members communicate with families in positive and productive ways on a regular basis.	

III. Classroom Climate [T-TESS Dimensions 3.1, 3.2, 3.3]				
1 Best Practice is Not Evident	2 Best Practice is Emerging	3 Best Practice is Somewhat Evident	4 Best Practice is Clearly Evident	Supporting Documentation
<input type="checkbox"/> Current level as of _____	<input type="checkbox"/> Current level as of _____	<input type="checkbox"/> Current level as of _____	<input type="checkbox"/> Current level as of _____	
<ul style="list-style-type: none"> <li>a) The classroom does not have clearly defined areas throughout the classroom.</li> <li>b) A class schedule is posted in terms that only adults understand.</li> <li>c) There are no individual schedules in place for students that benefit from additional structure.</li> <li>d) Team members respond to problematic behaviors mostly through punitive consequences.</li> <li>e) Team members do not interact with students in positive and respectful ways.</li> </ul>	<ul style="list-style-type: none"> <li>a) The classroom is organized into few clearly defined areas that promote limited types of learning experiences</li> <li>b) A class schedule is posted in terms that few of the students understand. The schedule is posted, but not referred to throughout the day.</li> <li>c) Individual schedules are in place for a few of the students that benefit from additional structure.</li> <li>d) Team members respond to problematic behaviors mostly through consequences, both instructive and punitive.</li> <li>e) Team members interact with students in positive and respectful ways inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>a) The classroom is organized into somewhat defined areas that indicate different types of learning experiences.</li> <li>b) A class schedule is posted in terms that some of the students understand. The schedule is referred to throughout the day as activities are completed.</li> <li>c) Individual schedules are in place for some of the students that benefit from additional structure.</li> <li>d) Team members prevent problematic behaviors some of the time through positive behavioral strategies.</li> <li>e) Team members interact with students in positive and respectful ways most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>a) The classroom is organized into clearly defined and labeled areas that promote different types of learning experiences.</li> <li>b) A class schedule is posted in terms that most, if not all students, understand. The schedule is referred to throughout the day as activities are completed.</li> <li>c) Individual schedules are in place for all students that benefit from additional structure.</li> <li>d) Team members prevent problematic behaviors most of the time through a variety of positive behavioral strategies.</li> <li>e) Team members interact with all students in positive and respectful ways consistently.</li> <li>f) Visual strategies are in place to support difficult or unexpected transitions.</li> <li>g) Team members respond to problematic behaviors with instructive consequences that teach alternative and/or replacement behaviors.</li> </ul>	

**IV. Active Learning [T-TESS Dimensions 2.1, 2.3, 2.4]**

<b>1</b> <b>Best Practice is Not Evident</b>	<b>2</b> <b>Best Practice is Emerging</b>	<b>3</b> <b>Best Practice is Somewhat Evident</b>	<b>4</b> <b>Best Practice is Clearly Evident</b>	<b>Supporting Documentation</b>
<input type="checkbox"/> <b>Current level as of _____</b> a) Lesson plans are not submitted to campus administration on a regular basis. b) Individual Educational Plans are taught in isolation. c) Visual supports are not evident during instructional activities. d) Team members provide specific and frequent feedback to students. e) Team members do not provide feedback to students. a) Team members do not provide positive reinforcement for student engagement in instructional activities.	<input type="checkbox"/> <b>Current level as of _____</b> a) Lesson plans incorporate few differentiated instructional strategies to meet a wide range of abilities and needs. b) Individual Educational Plans are incorporated within the lesson plan. c) Visual supports [e.g. checklists, work systems, graphic organizers, etc.] are implemented inconsistently to promote focus and engagement during instructional activities. d) Team members provide specific feedback to students inconsistently. b) Team members provide limited positive reinforcement for student engagement in instructional activities.	<input type="checkbox"/> <b>Current level as of _____</b> a) Lesson plans incorporate some differentiated instructional strategies to meet a wide range of abilities and needs. Lesson plans are aligned with grade level standards and assessment. b) Individual Educational Plans are consistently incorporated within the lesson plan. c) Visual supports [e.g. checklists, work systems, graphic organizers, etc.] are implemented to promote focus, engagement and independence during instructional activities. d) Team members provide specific feedback to students. c) Team members provide positive reinforcement for student engagement in instructional activities.	<input type="checkbox"/> <b>Current level as of _____</b> a) Lesson plans incorporate a variety of differentiated instructional strategies to meet a wide range of abilities and needs. b) Individual Educational Plans are consistently incorporated in meaningful ways within the lesson plan. c) Visual supports [e.g. checklists, work systems, graphic organizers, etc.] are implemented consistently to promote focus, engagement and independence during instructional activities. d) Team members consistently provide specific and frequent feedback to students, including positive reinforcement. e) Instructional and assistive technology is incorporated throughout instruction. f) When necessary, sensory needs are met in order to engage positively with instructional activities. g) Students have access to typical peers and gen. ed. settings.	

**V. Social Communication [T-ESS Dimensions 1.2, 1.3, 2.3, 3.3]**

1 Best Practice is Not Evident	2 Best Practice is Emerging	3 Best Practice is Somewhat Evident	4 Best Practice is Clearly Evident	Supporting Documentation
<input type="checkbox"/> Current level as of _____	<input type="checkbox"/> Current level as of _____	<input type="checkbox"/> Current level as of _____	<input type="checkbox"/> Current level as of _____	
<p>a) Team members do not interact with students in ways that each student understands [e.g. sign language, visual cue, verbal, etc.].</p> <p>b) Team members do not explain to students what is about to happen to them before they perform any task related to the student [e.g. "I'm going to put your shoes on now." "This towel might feel wet on your fact." etc.]</p> <p>c) Team members do not interpret student gestures and vocalizations for meaning.</p> <p>d) Team members do not create opportunities to promote functional and spontaneous communication.</p> <p>e) Team members do not ensure that individual communication systems are available and used across environments.</p> <p>f) Team members do not use data to plan for instruction on individual student communication goals.</p>	<p>a) Team members inconsistently interact with students in ways that each student understands [e.g. sign language, visual cue, verbal, etc.]</p> <p>b) Team members inconsistently explain to students what is about to happen to them before they perform any task related to the student [e.g. "I'm going to put your shoes on now." "This towel might feel wet on your fact." etc.]</p> <p>c) Team members inconsistently interpret student gestures and vocalizations for meaning.</p> <p>d) Team members inconsistently create opportunities to promote functional communication.</p> <p>e) Team members ensure that individual communication systems are available across environments.</p> <p>f) Team members inconsistently use data to plan for instruction on individual student communication goals.</p>	<p>a) Team members interact with students in ways that each student understands [e.g. sign language, visual cue, verbal, etc.].</p> <p>b) Team members explain to students what is about to happen to them before they perform any task related to the student [e.g. "I'm going to put your shoes on now." "This towel might feel wet on your fact." etc.]</p> <p>c) Team members interpret student gestures and vocalizations for meaning.</p> <p>d) Team members create opportunities to promote functional and spontaneous communication throughout the day.</p> <p>e) Team members ensure that individual communication systems are available and used across environments.</p> <p>f) Team members use data to plan for systematic instruction on individual student communication goals.</p>	<p>a) Team members consistently interact with students in ways that each student understands [e.g. sign language, visual cue, verbal, etc.].</p> <p>b) Team members consistently explain to students what is about to happen to them before they perform any task related to the student [e.g. "I'm going to put your shoes on now." "This towel might feel wet on your fact." etc.]</p> <p>c) Team members interpret student gestures and vocalizations for meaning on a consistent basis.</p> <p>d) Team members create opportunities to promote functional and spontaneous communication throughout the day consistently.</p> <p>e) Team members ensure that individual communication systems are available and used across environments consistently.</p> <p>f) Team members consistently use data to plan for systematic instruction on individual student communication goals.</p>	

## Action Plan for Continuous Improvement



Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Campus: \_\_\_\_\_

District: \_\_\_\_\_

Target Area of Improvement	Goal	Actions	Projected Date	Person(s) Responsible	Date Completed

Teacher Name: \_\_\_\_\_

Campus: \_\_\_\_\_

**SAILS Classroom Critical Elements**

	Teacher Self Rating	Visit Date:	Visit Date:	Notes/Comments
<b>Classroom Learning Environment</b>				
1. Students are actively involved in learning				
2. Flexible instructional arrangement – <b>students rotate</b> through instructional areas.				
◆ Small group area for direct instruction				
◆ Independent work areas (individual student desks, carrels, or tables)				
◆ Whole group area (whole group work for short periods of time (approx. 15 min))				
◆ Centers/Stations				
3. Materials are prepared, organized and accessible for teachers and students throughout the day.				
4. Use of Schedules				
◆ A classroom schedule is posted and reflects the core content areas. Classroom activities reflect the daily schedule (Math= math activities; science= science activities, etc.)				
◆ Individual student schedules reflect daily, flexible instructional arrangements				
◆ Classroom routines and activities promote student independence.				
<b>KEY: 0=Not Evident, 1=In progress: &lt;half at any given time or Artifacts Only, 2=In progress: &gt;half at any given time or limited use, some areas, 3=Mastery: rarely not in practice or Widespread pervasive use, 4=Mentor level, ready to train others</b>				
<b>Teacher/Para-Educator Communication</b>				
5. Communication between the teacher and para-educators is relevant to work and appropriate for school environment.				
6. Teacher and para-educator schedules are posted which include: instructional assignments per instructional period/rotation, lunch breaks, planning periods, outclasses, etc.				
7. Teacher and paraprofessionals follow an established schedule for supervising students both inside and outside the classroom				
8. Teacher communicates regularly with staff to ensure that information related to IEP goals and objectives, BIPs, accommodations/modifications, assistive technology, and documentation of progress are understood and implemented.				
<b>KEY: 0=Not evident, 1=In progress: staff behavior is highly variable, 2=In progress: the majority of staff meet expectations, 3=Mastery: all staff meet expectations, 4=Mentor level, ready to train others</b>				
<b>Instruction</b>				
9. Curriculum				
◆ Academic instruction and IEP objectives are aligned with TEKS/FBISD curriculum.				
◆ Social skills instruction is integrated throughout the day using a variety of interventions including social narratives, role play, video modeling, live modeling, peer training, and use of the prompting procedures.				
◆ Teachers use materials and strategies that are research-based and provide daily explicit and systematic instruction.				
10. Individualized Instruction				
◆ Tasks and activities are age appropriate, functional, and based on needs of each student.				
◆ Presentation supports and manipulative materials are provided for students that need multi-modal instruction.				
◆ Student response modes are tailored to individual needs.				

Teacher Name: \_\_\_\_\_

Campus: \_\_\_\_\_

11. Assistive Technology/Communication				
◆ The teacher implements AT recommendations approved by the ARD committee.				
◆ AT tools are utilized throughout the day (examples: communication systems, writing tools/software, visual supports, calculators)				
◆ All students who are non-verbal or have limited verbal communication skills have a personalized communication system in place.				
◆ Each student has a way to communicate basic wants and needs, express choices, likes/dislikes through the use of a communication system such as: manual communication boards, picture icon, or eye gaze.				

**KEY:** 0=Not evident, 1=In progress: Materials or artifacts only, 2=In progress: limited/inconsistent, some areas or activities, 3=Mastery: widespread pervasive practice, 4=Mentor level: Ready to train others

**Individual Education Plans (IEPs) and Lesson Plans**

12. Teacher has extensive knowledge of each student's IEP and BIP.				
13. Lesson plans and activities are aligned with grade level topics and individualized IEPs.				
14. The learning objectives addressed in the lessons show a clear link to general education 'Standards' through prerequisite skills: <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Science <input type="checkbox"/> Social Studies				
15. Teacher maintains a portfolio for each student which documents progress toward mastery of IEP objectives. Information in the portfolio includes:				
◆ Legal documents (ARD, IEP, BIP, Autism Supplement, Personal Care Supplement, Parent Communication Log)				
◆ Assessment records (Brigance, ABLIS, DRA2, PAPI, KeyMath, iReady, etc.)				
◆ Work samples				
◆ Related service log				
16. Documentation and Grading				
◆ Individual data sheets are maintained weekly to monitor progress toward IEP and BIP objectives.				
◆ The data is reflected in numerical percentages or trials and is easily interpreted.				
◆ Teachers follow FBISD grading policies.				
17. Assessment				
◆ Teacher assesses each student prior to developing annual goals and objectives when preparing for annual ARDs.				
◆ There is a clear link between the assessment and the PLAAFP.				

**KEY:** 0=Not evident, 1=In progress: Materials or artifacts only, 2=In progress: limited/inconsistent, some areas or activities, 3=Mastery: widespread pervasive practice, 4=Mentor level: Ready to train others

**Behavior Management**

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

**KEY:** 0=Not evident, 1=In progress: Staff can verbalize but limited implement, 2=In progress: limited/inconsistent, some areas or activities, 3=Mastery: widespread pervasive use, 4=Mentor level: Ready to train others