



AN EARLY COLLEGE DISTRICT

# BROWNSVILLE

INDEPENDENT SCHOOL DISTRICT



**18+ - Training to Transition**  
**18+ - Continuers**

## Handbook

2023-2024



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# 18+ Training to Transition

## Description:

In the Brownsville Independent School District, Work Based Learning (WBL) is referred to as Community Based Vocational Training (CBVI).

Community Based Vocational Training is an important component of post-secondary transition preparation for students with disabilities. CBVI is a component of the Training to Transition program for students who are at least 18-21 years of age and have completed graduation credit requirements. An ARD determines if the student has the need and prerequisite skills for success in an intensive employability training program within the community. It is understood the student will accept paid employment if offered. Typically, the program is located at an off-campus facility within the community away from the student's zoned campus to address age appropriateness. While CBVI is considered a service provided by the school (as dictated by the IEP), it is subject to the Fair Labor Standards Act set forth by the U.S. Department of Labor.

## Goals of the Community Based Vocational Instruction:

- transitioning students by providing them with a variety of on-site vocational training
- teaching social skills which are prerequisites to potential employment and community adjustment
- increasing student's self-confidence
- teaching concepts related to post-secondary employment

## **Eligibility and Considerations Prior to Placement in Training to Transition Program:**

1. Student must be 18-21 years of age and have completed all credits required for high school diploma.
2. A mandatory staffing must be held with the district Transition Education Designee (TED) representative and campus staff to consider student placement.
3. A student's Functional Vocational Assessment including the formal assessment Micro Computer Evaluation of Careers Academics (MECA) should be completed and reviewed by the ARD & Training to Transition teacher before placement of the student in the program.
4. The student must exhibit a need for an intensive employability training program to achieve their vocational objectives.
5. Successful completion of CBVI I at the high school level.
6. Legal guardianship or Supportive Decision Making agreement on file.
7. Agree to accept paid employment if offered and transportation to and from work either public or private.
6. If a student does not have the necessary pre-requisite skills to function and be successful in the Training to Transition program, then appropriate transition goals can be determined and progressed as an 18+ continuer with ARD agreement.

## **Program Guidelines:**

The activities of the students in the Training to Transition program at the training site must not result in an immediate advantage to the business. The training site management must understand that the Training to Transition program partnership is implemented with the following understandings:

- there has been no displacement of employees.

- o students are under the continued and direct supervision of a representative of the school
- o student placement is made according to the requirements of the student's IEP and not to meet the labor needs of the business.
- o the periods of time spent by the student on any one site and/or in any clearly distinguishable skill classification are specifically limited by the IEP; not to exceed 120 hours.

While the existence of a training site relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitation during any one school year, as per Region 11 – 18+ Services Guidance Handbook:

Vocational Exploration	5 hours per training site experienced
Vocational Assessment	90 hours per training site experienced
Vocational Training	120 hours per training experienced

**Vocational Exploration** is designed to provide brief exposure to a particular occupation by allowing students to observe an occupation, talk with the employees, and engage in skills related to the occupation.

Vocational Assessment tools, including the MECA software system, allow students to sample a career in order to determine appropriate instructional objectives for the IEP. Individuals who are undergoing vocational assessment must be directly supervised by school personnel.

Vocational Training is designed to provide students training and related skills in business environments where the skills are normally performed.

Specified forms and procedures used for evaluation are included in this handbook (see FORMS section).

Students are not entitled to secure placement at the business at the conclusion of their IEP. However, businesses and the school system may at any time consider a participant to be a future employee. It is understood and agreed upon that the student will accept employment if offered. At this point, the student will graduate and be awarded his/her high school diploma. Texas Workforce Commission representative will be invited to the ARD.

## Critical Elements for CBVI/Training to Transition

1. The IEP must reflect appropriate measurable program goals and objectives that address the student's post-secondary transition goals based on information obtained from formal (MECA) and informal sources to address employability and post-secondary transition.
2. Students are to be supervised at all times by trained BISD staff not to exceed a 6-1 ratio. Some students may require greater supervision.
3. Teacher should conduct a formal survey with each student and a separate survey with the parent or guardian. Resources: MECA and Parent CBVI Assessment located in additional resources section.
4. Annual Parent CBVI/Triple T Assessment should be completed and results incorporated into annual IEP goals & objectives.
5. The student is able to participate in group activities not to exceed 6 students at any one training site.
6. Direct supervision must be provided through: one to one instruction, small group instruction, and/or close proximity.
7. Establish procedures and maintain records of incentives provided to the students. (see FORMS section)
8. Training to Transition teacher will submit the CBVI/Triple T six-weeks student enrollment report which includes **training sites and schedule** at the beginning of each six-weeks grading period to the Transition Education Designee (TED) and campus SPED administrator.
8. Completion of the following documentation:

### Community Based Vocational Instruction Student Information

- \* Community Based Vocational Instruction Training Site Occupation
- \* Community Based Vocational Instruction Training Site Agreement
- \* Community Based Vocational Instruction Weekly Training Student Evaluation
  
- \* Community Based Vocational Instruction Student Skills Evaluation
- \* Community Based Vocational Instruction Incentive Distribution Form

## **Distinguishable Occupation or Training Classification**

A student cannot be considered a trainee at any particular CBVI placement training site without a clearly distinguishable occupation or training classification. The term "occupation" and "training classification" refer to the title of the job and its associated responsibilities. Examples of training occupations include custodian, food preparer, cashier, and grocery bagger. According to the labor laws, a student may not participate in any training occupation more than once during each calendar year. For example, if a student receives vocational training on bagging groceries at a different grocery store during the same calendar year.

***For students with severe disabilities who do not receive training on an entire training occupation, it will be necessary to create a training occupation title which accurately reflects the student is learning.***

For example, the occupation of silverware roller, greeter, and table buzzer are all tasks assigned to a waitress. If a student is placed at a site to learn silverware rolling, he or she could still receive instructions on the occupations related to waitressing (e.g., bussing table, greeting customers) at another training site during the calendar year without it being considered the same occupation.

## **Community Based Vocational Instruction/Triple T (Levels I, II, III, IV) Course Objectives:**

Each student's IEP should reflect the selected course objectives determined through assessment like the MECA or other formal assessments. Not all students will master all the Objectives.

1. Concepts and skills related to successful skill training opportunities  
The student will be able to:
  - A. Follow directions
  - B. Work with others independently
  - C. Work at satisfactory rate
  - D. Accept supervision and maintain appropriate required behaviors
  - E. Practice punctuality and dependability
  - F. Meet the demand for quality work
  - G. Demonstrate occupational safety

- H. Observe rules and standards of the work place.
- I. Dress appropriately
- J. Exhibit proper grooming and hygiene
- K. Keep correct timesheets

2. Concepts and skills related with physical-manual skills

The student will be able to:

- A. Demonstrate balance and coordination
- B. Demonstrate manual dexterity
- C. Demonstrate stamina and endurance
- D. Demonstrate sensory discrimination

3. Concepts and skills related with budgeting and money management with direct relationship to their vocational goals and objectives as listed in the IEP.

The student will be able to:

- A. Identify money
- B. Identify personal needs
- C. Make wise job-related expenditures
- D. Keep basic financial records and learn the concept of saving money.

4. Concepts and skills related to Mobility

The student will be able to:

- A. Demonstrate knowledge of traffic rules and safety practices
- B. Demonstrate knowledge & use of various means of transportation

5. Concepts and skills associated with recreation and leisure

The student will be able to:

- A. Participate in group activities not to exceed 6 students at any one
- B. location.
- C. Know activities and available community resources
- D. Understand recreational values
- E. Use recreational facilities in the community
- F. Plan and choose activities not to exceed 6 students at any one activity

6. Concepts & skills associated with civic responsibility

The student will be able to:

- A. Understand citizenship rights and responsibilities
- B. Understand registration and voting procedures



7. Concepts and skills associated with selecting and planning occupational choices  
The student will be able to:
  - A. Identify occupational opportunities available locally
  - B. Identify requirements of appropriate and available jobs
  - C. Make realistic occupational choices
  
8. Concepts and skills associated with seeking and securing employment  
The student will be able to:
  - A. Search for job
  - B. Apply for a job
  - C. Interview for a job
  - D. Create and maintain a current resume

## **Supervision of Students**

The general supervision of students participating in CBVI/Training to Transition experiences is the responsibility of the school district employees. Employees of the business at the training site may along with BISD staff supervise students; however, the school still retains primary responsibility for insuring that students are appropriately monitored. Direct supervision must be provided through:

1. one to one instruction
2. small group instruction
3. close proximity

Students must be supervised at all times. The school personnel remain on site full time with the student.

## **Role of the Training to Transition Teacher:**

The Training to Transition teacher is the person who provides the direct support services needed to a student at a training site, to enhance the success of the student within a training setting.

The Training to Transition teacher is skills trainer, advocate, training coordinator and placement/training specialist. The Training to Transition teacher and campus administration is responsible to maintain proper safety student to adult

ratios at all training sites. Recommended ratio is one adult trainer for every six or less students. Adult support staff should come from existing staff working in the life skills settings.

## **Training to Transition Teacher Responsibilities**

1. Attend the Admission, Review and Dismissal (ARD) Committee meetings for student being placed in or continuing in the Training to Transition program and take responsibility for assigned student ARD folders.
2. Analyze the training skills to be performed by a student and then implement systematic instruction and data collection procedures at the training site to teach the required related skills to the student.
3. Train students in proper employability attitude, habits, behaviors and skills necessary for the student to perform successfully at the training site.
4. Teach career-related skills to the student.
5. Arrange and supervise transportation to and from training site.
6. Involve parents/guardians in the student's vocational training. This can include explaining the program to the parents/guardians, gaining their permission, and describing their responsibilities to them.
7. Make periodic phone calls to parents/guardians in regards to student's progress at the training site.
8. Record attendance, student progress, site performance evaluations, and other necessary school data pertinent to the student's file (see FORMS section).
9. Maintain pertinent student training information.
10. Establish a rapport with the training site supervisor and site staff. Explain the student's disability, background, and behavioral characteristics to the site staff.
11. Explain training techniques and involve the supervisor and site staff in the training.

12. Establish procedures and maintain records of incentives provided to the students.
13. Coordinate student's school activities related to the vocational training program.
14. Carry out public relations activities necessary for the support and cooperation of local community members, potential employers, fellow school trainees, and administrators.
15. Invite parent/guardian or adult student along with adult service providers (as needed and required for graduation ARDs) to review and discuss student's future training needs at ARD.
16. Provide staff development to school personnel on vocational training related preparation skills for students and the guidelines of the CBVI program.
17. Attend professional development trainings, as scheduled by Special Services Supervisor, for the purpose of review and discussion of Labor Laws.

## **Training to Transition Documentation**

The Training to Transition Teacher will keep a student folder for each student in the program on file in the **required** Training to Transition program binder. The content of the student folder will include documentation of the student's training activities which will be presented to the ARD committee upon the review of the student's IEP. The folder will include the following (see FORMS section):

- \* Community Based Vocational Instruction Student Information
- \* Community Based Vocational Instruction Training Site Occupation
- \* Community Based Vocational Instruction Training Site Agreement
- \* Community Based Vocational Instruction Weekly Training Student Evaluation
- \* Community Based Vocational Instruction Student Skills Evaluation
- \* Community Based Vocational Instruction Incentive Distribution Form

## **Training to Transition Weekly Training Student Evaluation**

The Training to Transition Weekly Training Student Evaluation provides information on student's training site performance and must be completed by the Training to Transition teacher on a weekly basis for each student enrolled in the Training to Transition program. The report provides useful information in reporting student progress to the adult student and parent/guardians and serves as documentation for the ARD committee and in meeting program guidelines. The original report is to be file in the Training to Transition student folder and a copy is to be provided to the campus department administrator and the Training to Transition Supervisor at the end of every 6-weeks of the program and maintained in the program binder.

## **Training to Transition Student Skills Evaluation**

The Training to Transition Student Skills Evaluation is completed by CBVI teacher to summarize the student's skills at the end of each vocational placement. The evaluation documents student growth in future job-related skills and identifies the ideal future job characteristics that will promote success for the student in future job settings. The original report is to be on file in the Training to Transition student folder.

## **Incentives**

If the district provides incentives, the students will receive incentives for the Vocational Training experiences based upon attendance. The incentives are not to be considered as wages received by the student for performing work activities. Rather, they serve as an instructional tool to help the student understand the value of employment, the need of maintaining employment, and money management.

The incentives are provided to the student in the form of a check. Procedures for providing the incentives to the student are the responsibility of the Training to Transition teacher in partnership with the campus bookkeeper. The CBVI teacher will develop a procedure (including attendance sheets, incentives instructional minutes timesheets, verification form) based on the 25th of the month. The documentation of the earned incentives will be kept by the

Training to Transition Teacher and an incentive verification form will be submitted to the campus bookkeeper. The students will receive the incentives check based on the procedures established by the individual campus. The student receives an incentive of \$1.25 per class period for performing taught training site activities at a vocational training site. The incentives are provided by the Brownsville Independent School District, not the vocational training site business.

Skills related to identification of personal needs, purchasing of items, banking, money management and recreation/leisure are an important component of the Training to Transition program. The incentives distributed to the student will be used as he/she determines to purchase items for personal needs for training sites through the learned skills of banking and money management.

Distribution of the incentive funds will be logged in the form signed by both parent and student acknowledging understanding of the purpose behind the distributed incentives.

## **Training to Transition Incentive Distribution Form**

If the district provides monetary incentives, these incentives will be distributed to the student according to all district rules and regulations by the campus bookkeeper or accountant to the Training to Transition instructor and the amount determined by each student's attendance in school and not minutes or hours at the training site. The Training to Transition instructor or campus may not retain, for any reason, monetary incentive funds designated for students. Campus bookkeeping personnel will be directly involved in the incentive distribution each six weeks of the school year. Students and parents/guardian will sign the Incentive Distribution Form and acknowledge the understanding of the intent of the distributed incentives. (see FORMS section)

## **Training to Transition Six-Weeks Student Enrollment Report**

The Training to Transition Six-Weeks Student Enrollment Report provides information on the enrollment of the students in the Training to Transition program. The information includes: student's name, age, training site, training occupation, starting date of training, and the type of supervision. A copy of the Six-Weeks Student Enrollment Report is to be provided to the campus administrator and to the Special Services Supervisor assigned to Training to Transition program at the beginning of each six-weeks marking period.

### **Vocational Training**

It is important that a functional vocational assessment be administered to assist with identification of the training site based on the skill development opportunities that the site presents to the student. Each training site needs to be analyzed by the Training to Transition teacher based on the student's needs and preferences. After selecting the appropriate training site for the student, the Training to Transition teacher will implement a systematic method of instruction and data collection procedures to teach the required related skills at the training site.

### **Progress Documentation**

Progress monitoring will be based upon the student's individualized goals and objectives as per the IEP in correlation with data collection at the training site.

### **18+ Continuers**

This program is designed for adult students who are at least 18-21 years of age, have completed required high school credits for graduation, and an ARD has determined need some specific assistance in the areas of self-help and functional living skills. An ARD will determine and develop appropriate and specific goal(s) & objective(s) which the student is capable of mastering. Once the goal(s) have been mastered, a graduation ARD will be held. The setting for 18+ continuers must be age-appropriate. The 18+ continuers do not interact with high school students, do not earn grades and are on an abbreviated day schedule sufficient to

address goals & objectives. 18+ continuers need to have a guardianship or Supportive Decision-Making Agreement on file.

Other considerations for 18+ continuers include using a set of kits that are part of the MECA software system and consideration of school-based vocational instruction (SBVI).

# **Responsibilities of the ARD Teacher**

## **Yearly Responsibilities**

### **I. Beginning of the Year**

- A. Senate Bill 1196
  - 1. CPI Non-Violent Crisis Intervention.**
  - 2. Unit Staff must maintain yearly certification**
  - 3. Follow district approved CPI techniques**
  
- B. Review student's IEP
  
- C. Ensure that the student has appropriate goals and objectives for all instructional and related services and services commence on the first day of school. If necessary, an ARD or ARD Amendment should be held for revisions.
  
- D. Print copies of the schedule of services for all assigned students.
  - 1. Compare eSchools schedule with IEP Schedule of Services and address discrepancies that require an ARD or ARD amendment.
  
- E. The accommodation/modification page, BIP, and the IEP are available through the Teacher Access System (TAC). Ensure all general education teachers and all pertinent personnel know how to access this information prior to the first day of school. (Explain and discuss plan with pertinent personnel) If required by campus administration, hard copies of the accommodation/modification page, BIP and the IEP may be provided to pertinent staff.
  - 1. Secure teacher signature of the IEP and accommodations (via TAC and/or Hard Copy) using Acknowledgment Receipt Form (included in this Handbook).
  
- F. It is strongly recommended that the ARD teacher make initial contact with parent(s) during the first two weeks of the school year in order to establish a positive relationship with the parent(s).
  
- G. Within the first week, review and confirm the student's IEP, schedule of services, and deliberations to ensure that all services are in place.
  - 1. Includes related services, accommodations, adaptive P.E., assistive technology support, training for staff, or any other support or service addressed in the ARD.
  - 2. Notify the service provider, campus special education administrator, and the cluster supervisor if services have not been provided.



## **II. During the Year**

- A. Monitor each student's progress on a consistent basis.
  - 1. Areas to be checked:
    - a. Grades
    - b. Behavior
    - c. Attendance
  - 2. Monitor student progress once each three-week period.
  - 3. If a student is failing, then monitor one time a week and collaborate with the student's teachers and parents.
  - 4. Assure that Progress Reports for instructional and related services are collected and emailed or sent home every six (6) weeks.
  - 5. Progress must be documented for every goal and objective each grading period.
  - 6. Notify Administration, Supervisor, and Lead Teacher/Department Head if IEP report cards cannot be emailed or sent home due to another teacher or related service personnel's failure to complete their portion of the progress report.
- B. The ARD teacher is responsible for checking the ARD schedule.
  - 1. All annual ARDs must be held before the annual due date to comply with state and federal guidelines.
  - 2. The ARD teacher is responsible for inviting related/instructional services personnel at least two weeks before the ARD. Related/Instructional services personnel need enough time to plan for the ARD and prepare the IEP related to their area.
  - 3. The ARD teacher is responsible for ensuring that all individuals involved in the preparation of the IEP have completed their area of the IEP.
  - 4. The ARD teacher is responsible for finalizing all ARD meetings.
  - 5. The ARD documents should be finalized immediately following the ARD and emailed or copies given to the parents.
- C. For any student whose behavior interferes with their learning or the learning of others, consider the need for a Behavior Intervention Plan (BIP) or a revision of an existing student BIP.

## D.

Steps for establishing a BIP:

1. Obtain parent consent for functional behavior assessment (FBA)
2. Collect pertinent information for the functional behavioral assessment.
3. Present a draft of the FBA/BIP to the ARD Committee for revision/approval.
4. Update FBA/BIP as new behaviors arise.

## **III. End of the Year**

1. Complete the Teacher Clearance Forms with campus administrator.
2. Complete all end of year clearance procedures as per assigned campus.
3. Make sure that all ARDs and Amendments held during the year are finalized and filed in the eligibility folder.
4. Complete all progress reports for the year.
5. When applicable complete and submit all assurance logs to your cluster supervisor.

# SPECIAL EDUCATION ACCOMMODATION RECEIPT

## 20\_\_ - 20\_\_

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

Student ID#: \_\_\_\_\_

Grade: \_\_\_\_\_

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

Student named above is receiving special education services and has an accommodation & testing sheet in his/her IEP. A copy of these accommodations should be kept in your IDEA binder for your records. It should be referred to regularly, in order for you to work more effectively with your student. If you have any questions concerning the student's IEP/instructional accommodations/testing info, please contact me at your convenience.

\_\_\_ Check & initial if **you have received a copy** of the student's classroom accommodations, state testing accommodations (if applicable) & behavior intervention plan BIP (if applicable) for the student identified by name & ID above.

\_\_\_ Check & initial if **you accessed via TAC** the student's classroom accommodations, state testing accommodations (if applicable) & behavior intervention plan BIP) if applicable.

Your signature also indicates that you have been advised to contact the Special education teacher if you need clarification regarding accommodations.

**Please maintain confidentiality on this student.**

Class period	Subject	Teacher Name	Teacher Signature	Date
1				
2				
3				
4				
5				
6				
7				
8				
9				
INC				
INC				
INC				

Thank you! SE Teacher Name (print): \_\_\_\_\_ Room or Contact #: \_\_\_\_\_

# ARD Meeting Responsibilities of the Teacher

## I. Prior to an ARD Meeting

- A. The ARD teacher is responsible for collecting data to determine the student's strengths and weaknesses to write an appropriate PLAAFP (Present levels of academic achievement and functional performance). Data that may be used includes, but is not limited to: progress reports from previous IEP, report card, state testing reports, information from Samegoal, work samples, test samples, information provided by the General education teacher, discipline referrals, attendance reports and information provided by the parents. If appropriate, administer or update a criterion-referenced test (Brigance) one month prior to the annual ARD. All the data is used to write an appropriate PLAAFP and draft IEP goals and objectives.
- B. Contact related services/instructional staff who provide services two (2) weeks prior to scheduled ARD.
- C. Draft goals and objectives prior to the ARD meeting.
- D. Collect information that is needed to assist the ARD Committee.
- Attendance information
  - Discipline referrals
  - Copies of report cards
  - Most recent progress reports from all general and special education teachers.
  - Information results for last state assessment
  - Transcript (H.S. Only)
- E. Determine if staffing is needed prior to the ARD.
- F. Complete **all** pages of the ARD document.
1. Review and change: - PLAAFP. The PLAAFP must include all areas in which the student receives services i.e. speech, OT, PT, counseling, Bilingual, etc.
  2. The special education teacher must contact the related services personnel at least two weeks before the ARD so they can enter the PLAAFP, goals and objectives (if appropriate), and schedule of services.
  3. "Draft" appropriate goals and objectives for all areas of need.
  4. "Draft" Schedule of Services of the ARD document. It is important to receive input from all teachers working directly with the student (General education, speech, VI, AI teachers, etc.)

5. Related Services personnel are responsible for entering the frequency and duration of services on the schedule of services. Teachers must not change or delete these services.
6. Determine appropriate State and Local Assessments for all grade levels.
7. Review the results of the previous state assessments.

G. Best practice is to send home a **“Draft”** copy of the suggested IEP before the ARD meeting.

1. Parents should receive a copy of the proposed IEP which is clearly marked as **“Draft”**
2. Inform parent that goals and objectives may be added or deleted upon their recommendation at the ARD meeting. Parent input is highly encouraged.
3. Meet with the parent(s) if necessary.

## **II. ARD Meeting Responsibilities**

- A. Follow the ARD agenda provided in this manual or other agenda as needed.
- B. Present all information collected: competencies, attendance, review IEP, current progress, discipline, referrals, and recommendations for appropriate services.
- C. Teacher should be prepared for an active role during the meeting.
- D. Strive to involve the parent in all decisions.
- E. Decisions should be made in the best interest of the student.
- F. ARDs should be finalized and a copy of the ARD document emailed or provided to the parent at the end of the ARD.
- G. Inform pertinent staff that a new IEP is found on TAC. If required by campus administration, provide hard copies of the IEP goals, objectives and accommodations to all staff working with the student.
- H. The special education teacher is responsible for submitting the original ARD forms to the diagnostician or clerk for filing in the eligibility folder. ARD documents must be filed in the eligibility folder within 5 days of the meeting.

## **III. Amendment to the ARD**

- A. Teachers, Speech Pathologists, and Diagnosticians need to review ARD documents for accuracy before the meeting is finalized.

- B. If corrections are needed, the ARD teacher will need to prepare an ARD amendment, with parent consent, or hold another ARD meeting.

**IV. Graduating Students (High School Only)**

- A. Summary of Performance (SOP) needs to be drafted prior to and fully developed at the graduation ARD. This document needs to include recommendations on how to assist the student with a disability in meeting their academic achievement and functional performance. This document will include recommendations on how to assist the student with a disability in meeting their postsecondary goals and must consider the views of the student/parent and recommendations from adult service agencies as appropriate.

# Paraprofessional Duties and Responsibilities

## Classroom Organization and Duties

- Creating and maintaining filing systems for materials and students.
- Preparing displays, schedules, and bulletin boards
- Duplicating materials
- Typing instructional materials
- Creating seating arrangements for various small group activities
- Locating instructional materials

## Student Assessment:

- Observing and recording employability skills and progress
- Checking student work
- Keeping anecdotal records on student performance
- Completing informal observation of student performance
- Becoming familiar with the student's I.E.P.

## Direct Instruction:

- Reinforcing employability skills which have been taught by the teacher
- Assisting small groups of students
- Working one-to-one with students
- Providing appropriate feedback to students
- Modifying written materials
- Helping students work on projects or assignments
- Actively participate in training and monitoring of students.

## Personal Care Management:

- Assisting students with tasks such as mobility, feeding, dressing, toileting, etc.
- Providing specialized care for students under a school health plan.
- Maintain an inventory of supplies and initiate requests for supplies
- Ensure that all required health, hygiene, and dietary needs are available for on-campus/ off campus activities.

## Behavior Management:

- Monitoring and supervising students
- Monitoring student behavior with point sheets, contracts, BIPs.
- Monitoring small and large groups
- Assisting teachers with strategies to reinforce appropriate behavior

- Ensuring that students complete tasks and meet deadlines
- Helping build self-esteem in students by providing positive feedback.

Crisis Prevention Institute:

- **CPI Non-Violent Crisis Intervention**
- **Unit Staff Must maintain yearly certification**

Working with Parents:

- Directing parents to appropriate resources and personnel
- Directing parent concerns to classroom teachers

Working with staff:

- Co-Planning with supervising teacher
- Working with assigned teacher(s) and colleagues in a positive manner.
- Providing on-going communication regarding students
- Following the chain of command (teacher, administrator, special education supervisor, special education director)
- Student safety concerns must be reported immediately.

Miscellaneous Duties:

- Completing professional leave paperwork as needed.
- Appropriate professional attire
- Performing other duties as assigned by administration, i.e., monitoring the lunchroom, supervising students in community setting, and assisting with bus duties.



**Crisis Management  
Campus Core Team**



# GUIDELINES FOR THE PREVENTION OF A CRISIS

1. Establish an atmosphere of trust.
2. Teach the rules.
3. Consequences for rule infractions should be known ahead of time and consistently enforced.
4. Rule infractions should be dealt with unemotionally.
5. Students should be allowed to save face: not lose self-respect.
6. Do not make threats. Power struggles should be avoided.
7. Expectations should be clearly defined, and teachers should check to see if they are understood by the students.
8. Model calm, composed behavior. (Especially in stressful situations)
9. Avoid fault finding. The “What” of behavior should be discussed (not the “Why”). Questions such as “What are you doing?” are preferable to “Why are you doing that?”
10. Do not argue with students. Remember, it is not always necessary to have the last word to be right.
11. Attempts should be made to intervene with the behavior before conflict develops.
12. Use Common Sense!

# CRISIS MANAGEMENT PLAN GUIDELINES

**Definition of Crisis:** A Crisis exists when a student poses a serious threat to the safety of themselves/other students/faculty/staff/property.

**The CRISIS MANAGEMENT PLAN will be implemented using the BISD approved model- CPI (Crisis Prevention Institute) when the staff or the administration deems it an emergency situation. The plan will be implemented quickly, quietly and efficiently. Disruption of the school schedule should be kept to a minimum.**

The plan will be practiced with the students before a crisis occurs and reviewed as necessary.

1. Safety of student in crisis is aided by removing other students, furniture and school items from immediate area. At least two CPI trained adults will remain with the student in crisis. If additional assistance is needed, the administration will assist in bringing in other members of the Crisis Team. Office staff will receive advanced instruction in what to do when staff calls for immediate assistance.
2. Other students will be led from the classroom in an orderly manner with the staff member assigned by the SPED Teacher or the administration. The students will never be sent from the room without a staff member.
3. Places for other ECSE students to go during a crisis (examples of possible choices):
  - I. Resource Room
  - II. Nurses office
  - III. Room # \_\_\_\_\_
  - IV. Library
  - V. Cafeteria
4. A box with independent level activities, pencils, crayons, etc. will be prepared in advance and left ready to take with the students going to the new location.
5. When student in crisis is back in control, one of the staff members helping with the crisis will go get the rest of the class.
6. If the student coming out of a crisis requires a change of scenery or a quiet place, the general education counselor's office may be used (or any other area deemed appropriate by the administration or the ECSE teacher)
7. If more than one ECSE student is in serious crisis simultaneously, additional help will be required from other CPI Campus Core Team Members. The administration/ECSE teacher will direct these requests.
8. Responsibilities

## **Triple T Staff:**

- Exhaust all CPI techniques. Implement Crisis Plan as practiced.
- Follow teacher directions quietly and efficiently.
- Remain calm and neutral.

**If student is restrained, all appropriate forms must be completed.**

- Written Summary of Restraint Use form must be completed and shared with campus Administrator, PEIMS Clerk and Diagnostician.
- On the day of the restraint an attempt must be made to verbally notify parents.
- Parents must receive written notification within one school day of the event.

**Office Staff:**

- When ECSE staff calls asking for immediate assistance, an administrator must be found and sent immediately.
- Crisis situations and information should not be discussed with anyone other than the administration, SPED staff, and those involved. (Only to the extent necessary to maintain the safety and security of the student(s)).
- If a parent calls the office for more information, only the ECSE teacher or administrator should answer their questions.
- Remain calm and neutral.

**Nurse:**

Respond to call from ECSE staff in timely manner.

- Staff will advise if it is urgent.
- Document checking the student after CPI safety intervention.

**General Education:**

- Will be advised of the crisis situation and called in only if needed. Counselor's office will be used only if needed.
- Follow up discussion between the student who was in crisis and the counselor may be recommended.

**Behavior Specialist:**

- Behavior Specialists are available to assist and can provide behavior recommendations that can assist in the educational setting.

**Other CPI trained staff:**

- Campus Core Team will be utilized as needed.

**Administration:**

- Implement their duties in the crisis plan when necessary.

***I have read and understand my roles and responsibilities in the (CPI) Crisis Management Plan. Please complete at the beginning of the year.***

**Signatures:**

*Triple T Staff:*

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*Office Staff:*

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*Nurse:*

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*General Education Counselor:*

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*Behavior Specialist:*

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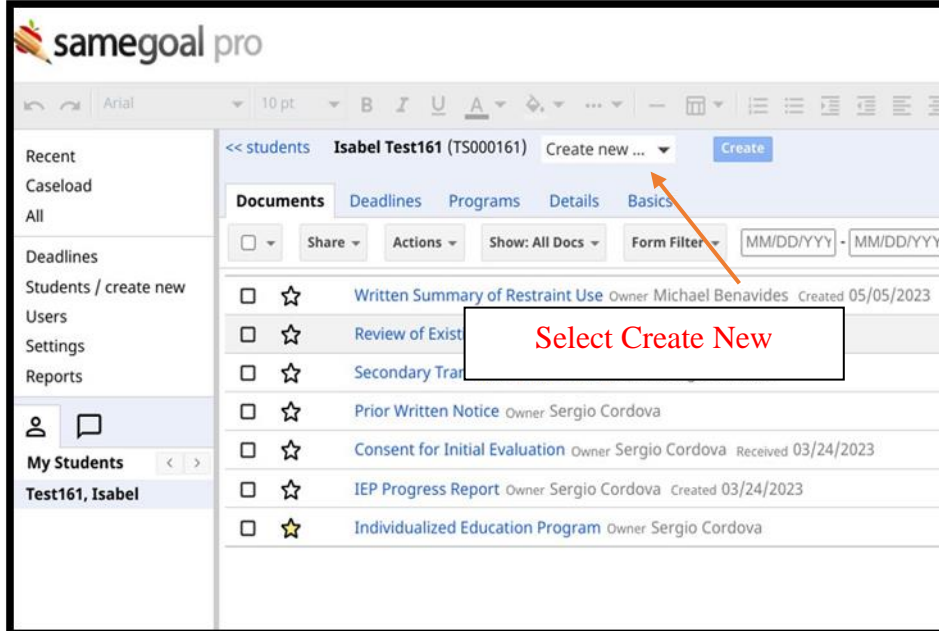
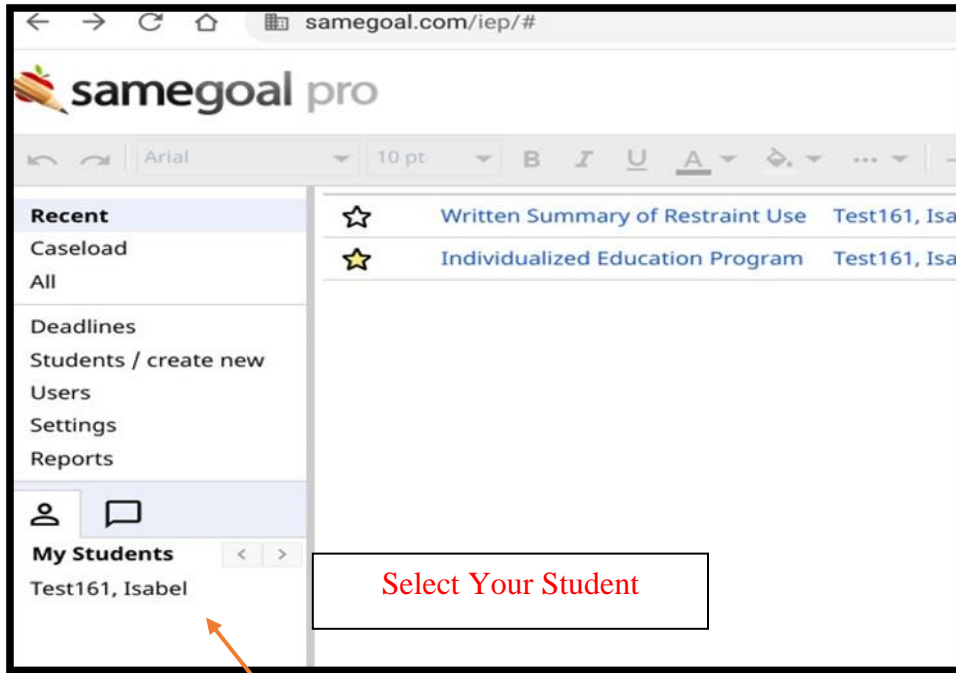
*Other CPI trained staff:*

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*Administration:*

## Written Notification of Use of Restraint:



The screenshot shows the 'samegoal pro' application interface. On the left is a navigation sidebar with options like 'Recent', 'Caseload', 'Deadlines', 'Users', 'Settings', 'Reports', and 'My Students'. The main area displays a list of documents for 'Isabel Test161 (TS000161)'. A search dropdown menu is open, listing various document types. An orange arrow points from a red-bordered callout box containing the text 'Select Written Summary of Restraint' to the 'Written Summary of Restraint Use' option in the dropdown menu.

Brownsville Independent School District

WRITTEN SUMMARY OF RESTRAINT USE

STUDENT: Cecilia Test179 ID NUMBER: TS000179 DATE OF BIRTH: 03/30/2012

**Written Summary of Restraint Use\***

Special education student: \_\_\_\_\_

Date of restraint: \_\_\_\_\_ Time began: \_\_\_\_\_ Time ended: \_\_\_\_\_

Restraint instance number: \_\_\_\_\_ Reporting period: \_\_\_\_\_

Nature of restraint (describe type of physical restraint used):  
 \_\_\_\_\_

Campus ID of restraint event: \_\_\_\_\_

Location of restraint: \_\_\_\_\_

Restraint staff type:  
 Name(s) of staff member(s), volunteer(s), and/or independent contractor(s) administering restraint:  
 \_\_\_\_\_

Description of activity in which student was engaged immediately preceding the use of restraint:  
 \_\_\_\_\_

Student's behavior that prompted the restraint:

- (01) Imminent serious physical harm to themselves
- (02) Imminent serious physical harm to others
- (03) Imminent serious physical harm to themselves and others
- (04) Imminent serious property destruction
- (05) Imminent serious physical harm to themselves and imminent serious property destruction
- (06) Imminent serious physical harm to others and imminent serious property destruction
- (07) Imminent serious physical harm to themselves and others and imminent serious property destruction
- (08) Restraint by School District Police Officer/School Resource Officer Performing Law Enforcement Duties and/or Providing a Police Presence on School Property or at a School-Sponsored or School-Related Activity.

Describe student behavior(s) that prompted the restraint:  
 \_\_\_\_\_

Efforts made to de-escalate the situation:

- Provided choices
- Reduced demands
- Verbal redirection
- Reduced verbal interaction
- Calming techniques
- Other \_\_\_\_\_

# Forms



# BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

## COMMUNITY BASED VOCATIONAL INSTRUCTION/Training to Transition

### STUDENT INFORMATION

Name \_\_\_\_\_ Student ID # \_\_\_\_\_

School/Campus \_\_\_\_\_ Grade \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_

Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell# \_\_\_\_\_

Name of Father \_\_\_\_\_ Phone # \_\_\_\_\_ Cell# \_\_\_\_\_

Address \_\_\_\_\_

Place of Employment \_\_\_\_\_ Work Phone # \_\_\_\_\_

Name of Mother \_\_\_\_\_ Phone # \_\_\_\_\_ Cell# \_\_\_\_\_

Address \_\_\_\_\_

Place of Employment \_\_\_\_\_ Work Phone # \_\_\_\_\_

Family Doctor \_\_\_\_\_ Phone # \_\_\_\_\_

**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT**  
**COMMUNITY BASED VOCATIONAL INSTRUCTION/Training to Transition**  
**TRAINING SITE OCCUPATION**

Name of Business: \_\_\_\_\_ Phone #: \_\_\_\_\_

BusinessAddress: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Student ID # \_\_\_\_\_ Age: \_\_\_\_\_

Student Assigned Occupation: \_\_\_\_\_

Duties of Occupation:

Beginning	Ending
1	
2	
3	
4	
5	

Name of Immediate Supervisor: \_\_\_\_\_ Phone # \_\_\_\_\_

Starting Date: \_\_\_\_\_ Date of Termination: \_\_\_\_\_

Reason for Termination: \_\_\_\_\_

Comments: \_\_\_\_\_

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**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT**

CBVI/TTT Teacher (print) Signature Date

Student (print) Signature Date

Parent or Guardian (Print) Signature Date

# COMMUNITY BASED VOCATIONAL INSTRUCTION/Training to Transition

## TRAINING SITE AGREEMENT

**Purpose of Program:** The purpose of the Community Based Vocational Instruction (CBVI) & TTT Program is to provide students with real-life; job related learning experience in the natural environment where such skills are normally performed. Community Based Vocational Instruction is an extension of the classroom and the instructional environment for the student participating in the vocational training.

**Student Trainee:** The student trainee is an eligible vocational training participant in accordance with the guideline of the Community Based Vocational & TTT Instructional Programs.

**Supervision of Student Trainee:** The general supervision of student trainee participating in the vocational training is the responsibility of the school. Employees at the training site may also supervise the student trainee; however, the school still retains primary responsibility for insuring that students are appropriately monitored. Initially, the school personnel remain on site full time with the student, but as tasks are mastered by the student, the school personnel gradually begin to fade their presence.

**Training Site:** The student trainee occupation and training site location will be agreed by both business management and the CBVI /TTT teacher.

**Remuneration:** The student trainee experience in the vocational training is an extension of the classroom; they are not employees of the business. No remuneration is requested. The students and parents have been informed of the vocational training guidelines and are aware of the training nature of the activity.

**Employment:** The business is under no obligation to hire any student trainee participating in the vocational training program.

**Agreed upon by:**

Business Representative	CBVI/TTT Teacher
Name of Business	School
Address	Address
Telephone	Telephone

# BROWNSVILLE INDEPENDENT SCHOOL DISTRICT COMMUNITY BASED VOCATIONAL INSTRUCTION/Training to Transition

## WEEKLY TRAINING STUDENT EVALUATION

**Student Name:** \_\_\_\_\_ **Student ID #** \_\_\_\_\_ **Training Site:** \_\_\_\_\_

**Occupation:** \_\_\_\_\_

**Competency: Occupational Preparation Rating Key:** 1 ..... 2 ..... 3 ..... 4 ..... 5 .....  
Unsatisfactory Satisfactory Excellent

Sub-Competencies	Week	Wk #1	Wk #2	Wk #3	Wk #4	Wk #5	Wk #6
	Date:						
Follows Directions							
Works with other cooperatively							
Works at a satisfactory rate							
Accepts supervision/responds appropriately to suggestions							
Completes tasks assigned/request new assignments							
Practices dependability/continue working without immediate supervision							
Demonstrates occupational safety							
Seeks assistance when needed							
Dresses appropriately							
Observes rules and standards of the work place							

**CBVI/TTT Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Date** \_\_\_\_\_

## BROWNSVILLE INDEPENDENT SCHOOL DISTRICT COMMUNITY BASED VOCATIONAL INSTRUCTION/Training to Transition

### Incentive Distribution Form

Students acquire incentives reflective of the instructional minutes documented at the skill training site. The purpose and goal behind the distribution of incentives is to acknowledge the student's skill development and to provide support to the acquisition of related items necessary for successful performance. These items may include items such as: hair nets, tools, uniforms, gloves, etc. or other items associated with the skill training site.

Please sign below the acknowledgement of the understanding.

**Student Name:** \_\_\_\_\_ **ID #** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

	Six Weeks Distribution	Date	Number of Instructional Minutes Accumulated	AMOUNT OF INCENTIVE	STUDENT SIGNATURE
1					
2					
3					
4					
5					
6					

CBVI/TTT TEACHER: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT  
COMMUNITY BASED VOCATIONAL INSTRUCTION/Training to Transition**

**INCENTIVE VERIFICATION**

**HIGH SCHOOL:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**TRAINING PERIOD:** \_\_\_\_\_ **THRU:** \_\_\_\_\_

	<b>STUDENT NAME</b>	<b>STUDENT ID #</b>	<b>Number of TRAININGS</b>	<b>AMOUNT OF INCENTIVE</b>	<b>STUDENT SIGNATURE</b>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

**CBVI/TTT TEACHER:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

# COMMUNITY BASED VOCATIONAL INSTRUCTION/Training to Transition

## SIX-WEEKS STUDENT ENROLLMENT REPORT

Community Based Vocational/TTT Instructor: \_\_\_\_\_

Reporting Period: \_\_\_\_\_

School: \_\_\_\_\_

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

	STUDENT	STUDENT ID #	A G E	G R D	TRAINING SITE	TRAINING OCCUPATION	STARTING DATE OF TRAINING	TYPE OF SUPERVISION
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

**TYPE OF SUPERVISION**

1. One-to-one
2. Small group
3. Close proximity
4. Frequent, regular intervals of monitoring

**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT  
COMMUNITY BASED VOCATIONAL INSTRUCTION/Training to Transition**

**STUDENT SKILLS EVALUATION**

Name of Student: \_\_\_\_\_ ID # \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Training Site: \_\_\_\_\_ Occupation: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Training Period: \_\_\_\_\_

**This evaluation is to be completed at the end of each occupation training placement for students participating in the Community Based Vocational Instruction program.**

1. **APPEARANCE:**  
Appearance of Clothing: Unkempt \_\_\_\_\_ Neat \_\_\_\_\_  
Hygiene: Poor \_\_\_\_\_ Good \_\_\_\_\_
  
2. **COMMUNICATION:**  
Method of Communication: Non-verbal \_\_\_\_\_ Verbal \_\_\_\_\_
  
3. **SOCIAL INTERACTION:**  
Interacted with Co-workers Yes \_\_\_\_\_ No \_\_\_\_\_  
Yes \_\_\_\_\_ No \_\_\_\_\_
  
4. **ENDURANCE:**  
Period of time able to work  
Without a break \_\_\_\_\_ (time)
  
5. **ATTENTION TO TASK/PERSEVERANCE**  
Requires prompts to complete  
task assigned Yes \_\_\_\_\_ No \_\_\_\_\_  
  
If prompts are needed.  
How often? Sometimes \_\_\_\_\_ Often \_\_\_\_\_ Most of the Time \_\_\_\_\_  
  
Supervision needed to  
Complete task Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Often \_\_\_\_\_ Always \_\_\_\_\_
  
6. **INDEPENDENT WORK RATE**  
Work rate compared  
To Co-workers Slow \_\_\_\_\_ Steady \_\_\_\_\_ Fast \_\_\_\_\_



7. **SEQUENCING OF DUTIES**

Number of duties performed at this training site \_\_\_\_\_ (Number)

Number of tasks able to perform in sequence \_\_\_\_\_ (Number)

8. **INITIATION/MOTIVATION**

Motivation  
Avoids next task \_\_\_\_\_  
Waits for direction \_\_\_\_\_  
Sometimes volunteered \_\_\_\_\_  
Always seeks work \_\_\_\_\_

9. **ORIENTATION**

Learn to independently Orient  
One room \_\_\_\_\_ Several rooms \_\_\_\_\_  
Whole building \_\_\_\_\_ Whole complex \_\_\_\_\_

10. **PHYSICAL MOBILITY**

Able to demonstrate  
Climbing stairs \_\_\_\_\_  
Pushing a cart \_\_\_\_\_  
Getting supplies while on a step ladder \_\_\_\_\_  
Loading and unloading boxes \_\_\_\_\_  
Other (indicate) \_\_\_\_\_

11. **ADAPTING TO CHANGE**

Able to adapt to change Yes \_\_\_\_\_ No \_\_\_\_\_

12. **STRENGTH, LIFTING AND CARRYING**

Maximum amount of weight able to lift at this training site? \_\_\_\_\_ (lb.,oz.)

Able to carry items at the training site.  
Never \_\_\_\_\_  
Sometimes \_\_\_\_\_  
Often \_\_\_\_\_  
Most of the time \_\_\_\_\_  
Always \_\_\_\_\_

Distance able to carry items at the training site. \_\_\_\_\_ (ft., yd.).

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

PARENT ASSESSMENT FOR COMMUNITY BASED VOCATIONAL INSTRUCTION/Training to  
Transition

School Year \_\_\_\_\_ - \_\_\_\_\_

Student's Name \_\_\_\_\_ DOB \_\_\_\_\_ Age \_\_\_\_\_

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_

Dear \_\_\_\_\_  
Name of Parent/Guardian

The purpose of this assessment is to give you the opportunity to provide your valuable insight and observations of the skills and behaviors your son/daughter exhibits during family functions, This information will better enable your son's/daughter's teacher to work with you in formulating an implementing a Community Based Instruction program as part of his/her IEP. The goals of this program are to foster skill development and independence in the areas of functional life skills, recreation/leisure skills, and vocational skills through their practice and application in community settings.

Please answer the questions as completely as possible and return this form to the above named teacher \_\_\_\_\_.

Date

1. What are your son's/daughter's favorite games or activities? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. In what social/recreational activities does your whole family participate together either at home or in the community? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What are your son's/daughter's favorite social/recreational activities? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What does your son/daughter like to do when he/she spends time alone, that is, while not interacting with other members of the family? \_\_\_\_\_

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5. Is your son/daughter able to communicate his/her wants and needs? \_\_\_\_\_

6. Is your son/daughter able to communicate his/her feelings? \_\_\_\_\_

7. Describe your son's/daughter's usual personality (Examples: happy and cooperative, Outgoing and friendly, quiet and shy, angry and uncooperative):

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8. Describe your son's/daughter's behavior in community settings: \_\_\_\_\_

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9. What household chores or responsibilities does your son/daughter have? \_\_\_\_\_

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10. Does your child help prepare meals or do laundry? If so, describe what he/she does:

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11. What is your son's/daughter's attitude toward doing chores? \_\_\_\_\_

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12. What household chores would you like to see your son/daughter do? \_\_\_\_\_

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13. Describe your son's/daughter's experiences in handling money and/or purchases in the community? \_\_\_\_\_

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14. What vacation(s) seems to interest your son/daughter? \_\_\_\_\_

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15. What do you feel would be a realistic career goal for your son/daughter? \_\_\_\_\_

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16. What new skills do you think will help your son/daughter live as independently as possible as an adult? \_\_\_\_\_

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17. What new skills do you think will help your son/daughter gain employment as an adult?

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18. Do you want your son/daughter to learn how to access and use public transportation?

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19. Do you have any suggestions that may help your son/daughter gain maximum benefits from learning in community settings?

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20. Do you have Guardianship or a Supportive Decision-making Agreement for your son/daughter?

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