



LIFE SKILLS & STRUCTURED FOR LIFE (SFL) HANDBOOK



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Life Skills/SFL Critical Elements

Life Skills Critical Elements

School:	Teacher:	Date:
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	1. Schedules
<input type="checkbox"/> Yes <input type="checkbox"/> No	Develop and post daily schedules in a format understandable by all students in the classroom that identify times and activity block periods.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Staff schedules (A staff schedule is posted outlining staff responsibilities.)
<input type="checkbox"/> Yes <input type="checkbox"/> No	Evidence exists that schedules are used daily
<input type="checkbox"/> Yes <input type="checkbox"/> No	Individual student schedules are appropriate for each student's functioning level and are designed to support independent transitions, organization and planning.
	2. Individual Work Systems
<input type="checkbox"/> Yes <input type="checkbox"/> No	Instructional work stations for on task and independent work skills are developed and specify setting, materials, prompts, error correction and reinforcement to be used. Examples, left to right, top to bottom, finished
<input type="checkbox"/> Yes <input type="checkbox"/> No	Independent work, amount of work and activities are specified using visuals.
	3. Communication System
<input type="checkbox"/> Yes <input type="checkbox"/> No	Ensure that every student has a way to communicate basic desires and needs (may include verbal, picture board, or assistive technology device).
<input type="checkbox"/> Yes <input type="checkbox"/> No	Large group instruction is modified to allow participation of each student using the communication system most appropriate to the student.
	4. Room Arrangement / Learning Environment
<input type="checkbox"/> Yes <input type="checkbox"/> No	Classroom furniture is arranged in such a way to clearly define classroom instructional areas.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Define areas exist for: <ul style="list-style-type: none"> Direct teacher instruction for individuals and small

	<p>group</p> <ul style="list-style-type: none"> • Work Centers for independent student work • Large Groups
<input type="checkbox"/> Yes <input type="checkbox"/> No	Materials are labeled for easy accessibility
<input type="checkbox"/> Yes <input type="checkbox"/> No	Classroom is neatly arranged so that student can assume some responsibility for materials and to allow for student independence.
	5. Classroom / Behavior Management System:
<input type="checkbox"/> Yes <input type="checkbox"/> No	Rules and consequences are posted using visual representation paired with written words
<input type="checkbox"/> Yes <input type="checkbox"/> No	Behavior management strategies are developmentally age appropriate.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Teacher and staff utilize proactive strategies to manage behavior and ensure students receive positive reinforcement.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Students who engage in behaviors which are dangerous or interfere with learning have behavior intervention plans that are based on functional behavior assessment data.
	6. Lesson Plans
<input type="checkbox"/> Yes <input type="checkbox"/> No	Daily Lesson Plans exist that address the varying needs of each student.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Teachers should incorporate the goals and objectives on the IEPs into lessons
	7. Data Collection for Student Progress Toward IEP Goals/Objectives:
<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The teacher keeps data collection on the student progress.</p> <ul style="list-style-type: none"> • Data Collection Sheets • Anecdotal Notes/Records
<input type="checkbox"/> Yes <input type="checkbox"/> No	Staff are trained in data collection systems in order to document skill acquisition.

Criteria for Life Skills/SFL

Staffing form before placement for student into Life Skills, Structure for Life (SFL) and/or Early Childhood Special Education (ECSE)

Staffing with campus personnel, Special Education Supervisor and/or related service personnel is **REQUIRED** prior to placement in a unit.

Student's Name: _____

Student's Disability:

Student's ID Number: _____

Student's Date of Birth:

A team of Special Services and District personnel composed of a campus Administrator, current teacher (case manager), diagnostician, SE supervisor, Life Skills/SFL Teacher, (Behavior Specialist, Occupational Therapist, Physical Therapist, Speech Pathologist if services are applicable) will observe the student and make recommendations prior to placement. The recommendations will be presented and discussed during staffing before ARD for consideration.

Team member signatures prior to placement into the Life Skills or SFL unit.

Team Members should consist of (as deemed appropriate): Diagnostician, Special Education Supervisor, Life Skills/Structured for Life Teacher, Current and Receiving Campus Administrator, Behavior Specialist, Related Service Personnel, and/or other.

Campus Administrator

Diagnostician

Case Manager

Unit Teacher

Unit Teacher

SPED Supervisor

General Education Teacher

Behavior Specialist

Related Services

Related Services

Speech Language Pathologist

Other

Guidelines for Consideration Prior to Placement of Students in Self-Contained Classrooms

Early Childhood Special Education (ECSE)/Life Skills/Structured for Life (SFL) Classes

Preference should be given to keeping a child in the least restrictive environment at his/her zoned campus or within cluster with appropriate program and support services. If the ARD committee is considering placement in a self-contained Early Childhood Special Education (ECSE)/Life Skills/Structured for Life (SFL) unit for students in special education, the ARD committee should address the following areas of student development and needs. These guidelines can be used as a way to determine best placement for the student. Students who do not have needs in these areas are more appropriately educated in resource and/or with in class support. **Data must be provided and presented at the staffing in order to make the most appropriate placement decisions.**

(Examples for data collection may include work samples, classroom grades, attendance, anecdotal notes, observations, etc.)

Data Information

FIE Date:_____ **Disability: Primary**_____ **Secondary**_____ **IQ Score:**_____

Please provide the following Adaptive Behavior Scales: Parent (P) Teacher (T):

<i>Area Being Rated</i>	<i>Parent Rating</i>	<i>Teacher Rating</i>	<i>Area Being Rated</i>	<i>Parent Rating</i>	<i>Teacher Rating</i>
Communication			Leisure		
Community Use			Self-Care		
Functional Academics			Self-Direction		
Home Living			Social Skills		
Health and Safety			Motor Skills		

Testing Scores (if applicable): STAAR/STAAR Alt 2: ____ TPRI: ____ CPALLS: ____ Tejas Lee: ____ MClass ____ Stanford 9 ____

PLAAFP Info:_____

FBA/BIP (If applicable, please attach): Yes ____ No ____

Sensory Needs: (explain)

Academic Functioning

- ☐ requires instruction in functional reading and math skills
- ☐ requires extensive modification to grade level expectations (more than 80%).
- ☐ requires pre-requisite skills to work toward grade level expectations.

Level of Independence

- ☐ Independent restroom skills: **yes** () **no** ()
- ☐ Has significant educational needs in the area of self-care (toileting, grooming, hygiene, etc.) **Please describe:** _____
- ☐ Has significant educational needs in the areas of personal management and functional skills which cannot be met through regular academic courses
- ☐ Has significant educational needs in the area of recreation and leisure (cannot appropriately choose leisure activities without assistance, has limited ability to engage in a variety of leisure activities, cannot maintain behavioral standards for short unstructured periods of time).
- ☐ Unable to travel between settings within school community without regular supervision: **Please describe:** _____

Features of the Program

Early Childhood, Special Education Life Skills, Structured for Life

- ☐ Requires a self-contained placement for more than 51% of the time
- ☐ Requires very specialized, individualized teaching and instructional materials, with intensive support for much of the day
- ☐ Focuses on literacy, math, communication and self-help skills
- ☐ Requires support for physical needs, care and feeding

Early Childhood Special Education

- ☐ ESCE is a placement for students with moderate to severe cognitive developmental delay.

Does the student have a moderate to severe cognitive delay? **Yes () No () If yes then the student may be considered for ECSE. (ECSE only)**

- ☐ 3-5 year old student with a disability of **Emotional Disturbance (ED)**:

Does the student **also** have a moderate to severe cognitive disability? **(ECSE only)**

Yes () No () If yes, then the student may be considered for the ECSE placement. (ECSE only)

Structured for Life:

Student's individualized support documentation indicates **intensive sensory needs**: Check all that apply and provide documentation. (SFL only)

- ☐ provide documentation of **individualized student schedule**
- ☐ provide documentation of **highly structured classroom**
- ☐ sensory needs: **Mild () Moderate () Severe ()**
- ☐ **severe** sensory support **Yes () No () if yes, the student may be considered for Structured for Life(SFL)**

% of time spent addressing sensory needs _____

- ☐ academic emphasis on navigation of campus and/or non-campus setting **(SFL only)**

BISD-Description of Special Education Services

DESCRIPTION

Early Childhood Special Education (ECSC):

Eligible children with disabilities, ages 3-21, are entitled to receive a free and appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA). In Texas, school districts Early Childhood Special Education (ECSE) programs provide special education and related services for eligible children with disabilities ages three through five. ECSE refers to the services provided by the school district, not to the place where they are provided. Eligible children may receive ECSE services in variety of settings such as pre-kindergarten, self-contained classrooms or in community settings such as Head Start or the private sector.

Life skills: Life skills are often referred to as adaptive skills or functional skills and the terms are often used interchangeably. Life skills (LS) classes are designed to meet the needs of students whose intellectual, developmental and academic levels are so delayed that participation in the general education program, even with modifications and accommodations is not achievable. A special education life skills classroom provides an alternative curriculum for students with significant disabilities which includes emphasis on both academic and functional skills. These disabilities may include Intellectual Disabilities (ID), Autism (AU), Down Syndrome, or other developmental disabilities. Academic goals are aligned to prerequisite skills significantly below enrolled grade-level TEKS in ALL content areas.

Structured for Life (SFL): The Structure For Life program is a specialized setting for some students with autism providing a highly structured, intensive behavioral and sensory support setting. This specialized program includes the use of supported strategies and methods for children with Autism to address individualized needs and skills. A Structured for Life classroom provides an alternative curriculum for students with significant disabilities which includes emphasis on academic, behavioral, functional skills and sensory needs. Academic goals are aligned to prerequisite skills significantly below enrolled grade-level TEKS in ALL content areas.

Community Based Vocation Instruction (CBVI): Community Based Vocational Instruction (CBVI) is a vocational program specifically designed for students with disabilities during their last two years of school. CBVI is intended for students with severe intellectual and/or physical disabilities, for whom paid employment is not immediately obtainable. These experiences are not intended to replace vocational education, work study, or other school vocational programs. Rather, they are intended for those students who will need intensive long-term support in order to achieve their vocational objective. The goal of the training program is to expand the vocational training opportunities beyond traditional school buildings, to community-based sites where the students can learn appropriate work behaviors and specific work skills in a naturally occurring environment. Students gain valuable skills while training with the employee at each

community site. Students are evaluated and supervised by the CBVI teacher and/or paraprofessional, are transported by the school district to the training site during school hours and understand that they will not receive wages while participating in this training program. The CBVI program is listed as a local high school elective for credit and included in an IEP goal. In addition, teachers will evaluate students on a weekly basis and report progress to parents and record the data on the appropriate form and file in the teacher CBVI binder.

18 +/Training to Transition (TTT): The TTT program is designed to help students with disabilities to transition from school into adulthood and requires thoughtful planning. TTT can help students decide what they want for their future and figure out the steps they can take to meet their goals. Transition refers to a change in status from behaving primarily as a student to assuming emergent adult roles in the community. These roles include employment, participating in post-secondary education, maintaining a home, becoming appropriately involved in the community, and experiencing satisfactory personal and social relationships. The process of enhancing transition involves the participation and coordination of school programs, adult agency services and natural supports within the community. Transition planning can help the important people in the student's life, such as family and teachers, understand more about the students and their life when they become an adult. Students in the TTT program have the opportunity to participate in the process every year until they reach the age of 22 or gain paid or unpaid employment.

18 Plus Program School Based: The 18 plus program provides transition services to students from ages 18-22 that have completed all credit/curriculum/state assessment requirements. All transition services and programs for students receiving special education services ages 18-22 should be individualized based on the student's specific postsecondary needs relative to a successful transition to their adult life. For students who require additional training and support in order to achieve their postsecondary goals, it is recommended to focus on the gaps that exist between the student's transitions from school to adult life in relation to the postsecondary goals. To determine the barriers that exist in the transition to adult life, an appropriate transition assessment should be completed with the student and/or family that helps develop the plan for adult life with input from all stakeholders. The overall goal should be to determine as many details as possible about what the adult student's day will look like post-school and then develop a list of skills and supports needed to help the student get as close to that adult schedule as possible prior to graduation/exit. A student could attend 2-6 hours. The amount of hours the student attends is dependent on the goals and objectives determined by the ARD committee.

Transition services the student's practice, and build are:

- ✓ Independent Living Skills Training
- ✓ Self-Help Training and/or
- ✓ Recreation & Leisure Training

Responsibilities of the ARD Teacher, Paraprofessional and One-to-One

Responsibilities of the 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.

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 academic behavior and progress
- Checking student work
- Keeping anecdotal records on student performance
- Completing informal observation of student performance
- Administering teacher – made tests
- Becoming familiar with the student's I.E.P.

Direct Instruction:

- Reinforcing subjects which have been taught by the teacher such as reading, math, vocabulary, spelling, P.E., and Adapted P.E.
- Assisting small groups of students
- Working one-to-one with students
- Providing appropriate feedback to students
- Listening to students read
- Modifying written materials
- Helping students work on projects or assignments
- Helping students select library books
- Actively participate in instruction 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.
- For one to one paraprofessionals, ensure you are submitting SHARS billing in a timely manner.

Behavior Management:

- Monitoring and supervising students in P. E., recess, lunchroom, etc.
- 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.

SCHEDULE OF SERVICES

Sample for Life Skills/SFL Schedule of Services

All teachers must follow the established grading procedures where students are provided numerical grades for all courses with the exception of the classes that require letter grades such as Health, Theatre Arts/Music/Art, Computer Science, and Handwriting.

(Reminder: all Schedule of Services are individualized to meet the needs of the student.)

7A. INSTRUCTIONAL SERVICES AND SUPPORTS

Special Education: Specially designed instruction to meet the unique needs of the child.

SY, Term, Subject	Type of Service	Time in Setting (mins)		Frequency	Begin Date	End Date
		GenEd	SpEd			
2023 - 2024 2024 - 2025 LA/Writing	Alternate Curriculum	0	90	1x per day	12/04/2023	12/03/2024
		Provider Title: Sp Ed Staff		Location: Sp Ed Setting	Goal(s) Addressed: 1	Grades/Progress: Sped Tchrr
2023 - 2024 2024 - 2025 Reading	Alternate Curriculum	0	60	1x per day	12/04/2023	12/03/2024
		Provider Title: Sp Ed Staff		Location: Sp Ed Setting	Goal(s) Addressed: 2	Grades/Progress: Sped Tchrr
2023 - 2024 2024 - 2025 Math	Alternate Curriculum	0	60	1x per day	12/04/2023	12/03/2024
		Provider Title: Sp Ed Staff		Location: Sp Ed Setting	Goal(s) Addressed: 3	Grades/Progress: Sped Tchrr
2023 - 2024 2024 - 2025 Science	Alternate Curriculum	0	45	1x per day	12/04/2023	12/03/2024
		Provider Title: Sp Ed Staff		Location: Sp Ed Setting	Goal(s) Addressed: 4	Grades/Progress: Sped Tchrr
2023 - 2024 2024 - 2025 Social Studies	Alternate Curriculum	0	45	1x per day	12/04/2023	12/03/2024
		Provider Title: Sp Ed Staff		Location: Sp Ed Setting	Goal(s) Addressed: 5	Grades/Progress: Sped Tchrr
2023 - 2024 2024 - 2025 Health	Alternate Curriculum	0	45	1x per day	12/04/2023	12/03/2024
		Provider Title:		Location: Sp Ed Setting	Goal(s) Addressed: 6	Grades/Progress: Sped Tchrr

HB5 Graduation Requirements for Brownsville ISD

House Bill 5 (HB5): House Bill (HB5) created a new graduation plan called Foundation High School Program that was implemented beginning in 2014-2015 school year. The graduation plan replaces the previous Minimum, Recommended and Distinguished graduation plans. All students, who are entering the 9th grade in and after the fall of 2014, will be required to select an endorsement pathway in Arts and Humanities, Business and Industry, Public Service, STEM (Science and Math) and/or Multidisciplinary.

HB5 /BISD Graduation Requirements
State Required Core Courses
English (4 credits): English I, English II, English III plus an Advanced English Course (refer to p. 12)
Math (4 credits): Algebra I, Geometry, Algebra II and an Advanced Math (refer to p. 12)
Science (4 credits): Biology, IPC and two Additional Advance Science course (refer to p. 12)
Social Studies (3 credits): World History or World Geography as well as U.S. History, U.S. Government and Economics (refer to p.13)
State Required Non-core Courses
Language other than English (2 credits)
Physical Education (1 credit)
Fine Arts (1 credit)
Electives (4 credits)
BISD Requirements
Professional Communications or Communication Applications (Speech – ½ credit)
Health (1/2 credit)
Endorsement(s) – 26 credits
To earn an endorsement, a student must successfully complete:
1 additional credit in math
1 additional credit in science
2 additional elective credits
Distinguished Level of Achievement – 26 Credits
To earn a distinguished Level of Achievement, a student must successfully complete the curriculum requirements for at least one endorsement, including 4 credits in science and 4 credits in mathematics to include Algebra II.
Performance Acknowledgement
A student may earn a performance acknowledgment on their transcripts in any of the following when criteria is met in that area.
<ul style="list-style-type: none"> Completing at least 12 hours of college academic courses, including those taken for dual credit and advanced technical credit (refer to p.16) Bilingualism and Biliteracy (refer to p. 16) On a college AP or IB exam (refer to p. 16) On the PSAT, ACT – PLAN, SAT or ACT (refer to p.17) For earning nationally or internationally recognized industry certification (refer to p.17)

Additional HB5 Requirements are mastered upon completion of the following:

Proper Interaction with Peace Officers. Senate Bill (SB) 30, also known as The Community Safety Education Act.

Requires the State Board of Education (SBOE) to adopt rules to include the instruction developed under TEC, §28.012, in one or more courses in the required curriculum for students in grades 9-12.

CPR Instruction H. B. No. 897, is integrated in the BISD Health required curriculum.

Accelerated students, who have earned multiple state high school credits prior the beginning 9th grade, may undertake advanced courses in order to continue their academic progress and meet graduation requirements, providing course prerequisites have been met.

Financial Aid Application Requirement HB 3 – subject to TEA administrative rules

Beginning in 2021-2022, each student must do one of the following to graduate:

- Complete and submit a free application for federal student aid (FAFSA)
- Complete and submit a Texas application for state financial aid (TASFA)
- Submit a signed opt-out form

This requirement applies beginning with the students enrolled in 12th grade during the 2021-2022 school year.

This requirement is integrated in the BISD Economics requirement.

**Graduation Plan for High School will follow HB5 Graduation Requirements*

Testing

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS



Student Name: _____ Grade: _____ Date: _____

Name of District Personnel Completing Form: _____ Position: _____

Background and Instructions

Prior to reviewing the participation requirements for the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. STAAR Alternate 2 is a statewide assessment that may only be considered for students with the most significant cognitive disabilities. A student with the most significant cognitive disability is a student who exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and also who indicates adaptive behavior deficits that limit his or her ability to apply social and practical skills (e.g., personal care, social problem-solving skills, dressing, eating, using money) across all life domains. The student requires extensive, direct, individualized instruction and needs substantial supports that are neither temporary nor specific to a particular content area.

If STAAR Alternate 2 is being considered, the ARD committee must review these participation requirements against the supporting documentation within the individualized education program (IEP), such as in the present levels of academic achievement and functional performance (PLAAFP), to determine eligibility. If it is determined that the student meets the participation requirements for STAAR Alternate 2, this form and supporting IEP documentation may serve as the required IEP statement under 19 Texas Administrative Code (TAC) 89.1055(b) and must be available for review during cyclical and targeted monitoring.

STEP I: DETERMINE IF STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS SHOULD BE REVIEWED

1. The student meets eligibility for special education and related services due to a specific learning disability (SLD).

☐ Yes
☐ No



If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 Code of Federal Regulations (CFR) §300.8(c)(10)(ii): An SLD “does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.”

2. The student meets eligibility for special education and related services due to a speech impairment (SI), which is the **ONLY** disability designation.

☐ Yes
☐ No



If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 CFR §300.8(c)(11): An SI “means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance.”

STEP II: DETERMINE IF THE STUDENT HAS THE MOST SIGNIFICANT COGNITIVE DISABILITY

Review the criteria in each row below regarding the student’s access to enrolled grade-level curriculum and adaptive behavior skills and check the box that is most applicable to the student. One box must be checked in each of the eight rows. If after reviewing all available data the committee is struggling to decide between Column 1 and Column 2, presume competence and select the criteria in Column 1.

The student’s IEP documents the following:	
COLUMN 1	COLUMN 2
<input type="checkbox"/> Academic goals aligned to enrolled grade-level Texas Essential Knowledge and Skills (TEKS) with accommodations or modifications in some or all content areas	<input type="checkbox"/> Academic goals aligned to prerequisite skills significantly below enrolled grade-level TEKS in ALL content areas
<input type="checkbox"/> Routinely participates in traditional methods of assessment (e.g., multiple-choice, short answer, essay) with or without individualized support (e.g., modifications, accommodations, assistive technologies)	<input type="checkbox"/> Routinely participates in alternate or non-traditional methods of assessment (e.g., isolating information; tactile support; pointing to, reaching for, or touching an answer choice; formulating a response using a choice board)

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS



Student Name: _____

Date: _____

<input type="checkbox"/> Needs that impact access and progress in several or all academic areas	<input type="checkbox"/> Significant needs that impact access and progress in ALL academic areas, which affect the student's ability to function independently
<input type="checkbox"/> Functional goals (e.g., study skills, self-advocacy, behavior) to support access to the enrolled grade-level TEKS that may be implemented in one or more settings	<input type="checkbox"/> Functional goals (e.g., personal care and hygiene, communication, social skills) implemented across ALL settings to support access to the enrolled grade-level TEKS with the need for ongoing adult assistance (e.g., prompting, cueing, physical assist) for student progress
<input type="checkbox"/> The need for some additional support (e.g., scaffolding, general reminders, practice) to function safely in daily life and to participate in academic instruction across some or all settings	<input type="checkbox"/> The need for ongoing, individualized, specialized supports (e.g., voice output devices, tactile support, symbol or picture text support, repeated prompting and cueing, isolating information to present one at a time, adult assistance) to function safely in daily life and to participate in academic instruction across ALL settings
<input type="checkbox"/> Initiates, performs, and completes self-care routines (e.g., feeding, dressing, toileting, personal hygiene) with no or minimal adult assistance (e.g., verbal reminders, visual schedule)	<input type="checkbox"/> Requires ongoing adult assistance (e.g., prompting, cueing, physical assist) to initiate, perform, and complete self-care routines (e.g., feeding, dressing, toileting, personal hygiene) <i>NOTE: The student's requirement of adult assistance is NOT due to a physical disability alone but rather to the student's significant cognitive disability.</i>
<input type="checkbox"/> Follows age-appropriate directions, daily routines, and schedules with some specialized support (e.g., accommodations, assistive technologies)	<input type="checkbox"/> Requires ongoing, individualized, specialized supports (e.g., modifications, task analysis, direct instruction, assistive technologies, first/then charts, tactile schedules, social narratives) and ongoing adult assistance (e.g., prompting, cueing, physical assist) to follow directions, daily routines, and schedules
<input type="checkbox"/> Independently uses alternate response modes (e.g., augmentative and alternative communication [AAC]) to participate in academic and social conversations at an age-appropriate level OR <input type="checkbox"/> Independently uses traditional response modes (e.g., verbal, sign language, written) to participate in on-topic academic and social conversations at an age-appropriate level with minimal adult assistance	<input type="checkbox"/> In the process of developing a functional and consistent mode of communication (e.g., currently non-verbal, uses very limited non-symbolic communication) OR <input type="checkbox"/> Uses traditional response modes (e.g., verbal, sign language, written) but may be inconsistent when expressing wants and needs AND requires individualized supports to participate in on-topic academic and social exchanges at an age-appropriate level

3. Does the student have the MOST significant cognitive disability?

- ☐ Yes—All criteria marked are in Column 2
☐ No—One or more criteria is marked in Column 1



If No is marked, stop here. The student does not meet the participation requirements for STAAR Alternate 2 and must take STAAR.

STEP III: PROVIDE ASSURANCES AND CONFIRM STAAR ALTERNATE 2 PARTICIPATION

All assurances must be reviewed and marked for the student to participate in STAAR Alternate 2.

- ☐ The ARD committee confirms that the decision to administer STAAR Alternate 2 was NOT based on a student's disability category, educational environment, instructional setting, demographic information (i.e., sex, ethnicity, race, at-risk, homelessness, immigrant, emergent bilingual, migrant, economically disadvantaged), need for STAAR accommodations, below-grade-level reading skills, excessive or extended absences, anticipated disruptive behavior or emotional distress, or expected poor performance on STAAR and its impact on accountability calculations.

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STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS



Student Name: _____ Date: _____

- ☐ Under 34 CFR §300.320(a)(2)(ii), all students who take STAAR Alternate 2 must have two short-term objectives or benchmarks for EVERY annual goal in the student's IEP. (Refer to question 1.16 in [Question and Answer Document: IEP Measurable Annual Goals](#).)
- ☐ If the ARD committee determines that the student meets the participation requirements for STAAR Alternate 2, the committee understands that instructional and assessment decisions may impact a student's graduation plan in high school as described in 19 TAC §89.1070.
- ☐ Under 34 CFR §300.320(a)(6) and 19 TAC §89.1055, if the ARD committee determines that the student will take STAAR Alternate 2, the student's IEP must provide a statement of why the student cannot participate in the general assessment, STAAR, and why the alternate assessment is appropriate for the student. Additionally, if the ARD committee determines that the student is eligible to take STAAR Alternate 2 with individually appropriate and allowable accommodations, the student's IEP must provide a statement of why the accommodations are necessary to measure the academic achievement of the student on the alternate assessment.

Document rationale below per 34 CFR §300.320(a)(6) and 19 TAC §89.1055.

4. Is the answer to question 3 "Yes," and have all assurances been marked?

- ☐ Yes, the student meets the participation requirement for STAAR Alternate 2.
- ☐ No, the student does not meet the participation requirements for STAAR Alternate 2 and must take STAAR.

STEP IV: STAAR ALTERNATE 2 SUMMARY

Complete the information below only for the grade level or courses in which the student is enrolled during the applicable school year. A student who meets the participation requirements for STAAR Alternate 2 must take the alternate assessment for all applicable grades/subjects or courses. Note that STAAR Alternate 2 is administered once each school year, and retest opportunities are not available.

A student in grade 3–8 who meets the participation requirements for STAAR Alternate 2 should be assessed only in the grade and subjects in which they are enrolled and should NOT be assessed above grade level. Mark the student's enrolled grade during the applicable school year, indicating which STAAR Alternate 2 assessments the student will take.

- | | | |
|--|--|--|
| <input type="checkbox"/> Grade 3 mathematics and RLA | <input type="checkbox"/> Grade 5 mathematics, RLA, and science | <input type="checkbox"/> Grade 7 mathematics and RLA |
| <input type="checkbox"/> Grade 4 mathematics and RLA | <input type="checkbox"/> Grade 6 mathematics and RLA | <input type="checkbox"/> Grade 8 mathematics, RLA, science, and social studies |

A student in high school who meets the participation requirements for STAAR Alternate 2 and is enrolled in a course that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is accessed through prerequisite skills should take the corresponding end-of-course (EOC) assessment. Mark the alternate high school courses with associated PEIMS course numbers in which the student is enrolled during the applicable school year, indicating which STAAR Alternate 2 EOC assessments the student will take.

- | | | |
|---|--|--|
| <input type="checkbox"/> Algebra I Alternate 03100507 | <input type="checkbox"/> English I Alternate 03220107 | <input type="checkbox"/> English II Alternate 03220207 |
| <input type="checkbox"/> Biology Alternate 03010207 | <input type="checkbox"/> U.S. History Alternate 03340107 | |

Companion Document STAAR Alternate 2 Participation Requirements



This document should be used in conjunction with the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 Participation Requirements. Admission, review, and dismissal (ARD) committees are responsible for determining state assessment eligibility by reviewing the student's unique educational and adaptive needs. Sources of evidence for a student's eligibility for STAAR Alternate 2 are on page 2 of this document.

A student that meets eligibility for special education and related services due to a specific learning disability (SLD) or a speech impairment (SI) as the **ONLY** disability designation is **NOT** eligible for STAAR Alternate 2 and must take STAAR.

The student is **NOT** eligible for STAAR Alternate 2 and must be assessed with STAAR. Members of the ARD committee should be trained on STAAR accommodations to make informed assessment decisions.

YES	Does the student have academic goals aligned to prerequisite skills significantly below enrolled grade-level Texas Essential Knowledge and Skills (TEKS) in ALL content areas?	NO
YES	Does the student routinely participate in alternate or non-traditional methods of assessments? <i>This may include but is not limited to isolating information, tactile support, formulating a response using a choice board, pointing to, reaching for, and touching an answer choice one at a time.</i>	NO
YES	Does the student have significant needs that impact access and progress in ALL academic areas, which affect the student's ability to function independently?	NO
YES	Does the student have functional goals implemented across ALL settings to support access to the grade-level TEKS with the need for ongoing adult assistance for student progress? <i>Functional goals include personal care and hygiene and social skills. Ongoing adult assistance includes prompting, cueing, and physical assist.</i>	NO
YES	Does the student need ongoing, individualized, specialized supports to function safely in daily life and to participate in academic instruction across ALL settings? <i>These supports may include but are not limited to voice output devices, tactile support, symbol or picture text support, repeated prompting and cueing, and isolating information to present one at a time.</i>	NO

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Companion Document

<p>Does the student require ongoing adult assistance to initiate, perform, and complete self-care routines?</p> <p><i>Ongoing adult assistance includes prompting, cueing, and physical assist. The student's requirement of adult assistance is NOT due to a physical disability alone but rather to the student's significant cognitive disability. Self-care routines include, but are not limited to, feeding, dressing, toileting, and personal hygiene. The ARD committee should consider all areas of self-care to determine if the student requires adult assistance because he or she has not mastered self-care routines.</i></p> <p>YES</p>	NO
<p>Does the student require ongoing, individualized, specialized supports and ongoing adult assistance to follow directions, daily routines, and schedules?</p> <p><i>Ongoing, individualized, specialized supports include but is not limited to modifications, first/then charts, tactile schedules, and social narratives. Ongoing adult assistance includes prompting, cueing, and physical assist.</i></p> <p>YES</p>	NO
<p>Is the student in the process of developing a functional and consistent mode of communication (e.g., currently non-verbal, uses very limited non-symbolic communication)?</p> <p>OR</p> <p>Does the student use traditional response modes (e.g., verbal, sign language, written) but may be inconsistent when expressing wants and needs AND requires individualized supports to participate in on-topic academic and social exchanges at an age-appropriate level?</p> <p>YES</p>	NO

This student is eligible to participate in STAAR Alternate 2 upon completion of the state required ARD assessment decision-making processes, including marking all the assurances on the student's STAAR Alternate 2 participation requirements document.

Sources of Evidence

- Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements
- Results of cognitive ability tests
- Results of adaptive behavior skills assessments
- Data from research-based interventions
- Progress monitoring data
- Results of informal assessments or teacher collected data and checklists
- Examples from student's goals/objectives
- Post-school outcomes documented in the Transition Plan portion of the students' individualized education program (IEP)

The student is NOT eligible for STAAR Alternate 2 and must be assessed with STAAR. Members of the ARD committee should be trained on STAAR accommodations to make informed assessment decisions.

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The decision to administer STAAR Alternate 2 is based on multiple sources of measurable, objective evidence, including (but not limited to) **current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluation (FIE), standardized achievement test results, and classroom, district, and statewide assessment results.**

11 Strategies of the AU Supplement

Eleven Strategies of the Autism Supplement

1. **Extended Educational Programming** – This strategy overlaps with requirements under IDEA (34CRF Part 300). Extended school year (ESY) services are programs offered during the summer break. They may also be needed during transition such as holidays. ESY services are needed if the student may be expected to lose skills during school breaks. Extended School Day (ESD) may be needed to meet the goals that are not addressed during the scheduled school day. An example of ESD services might be an after-school social skills program. Under IDEA, extended services cannot be unilaterally limited as to the type, amount or duration of service. These factors should instead be guided by individual need. ESY or ESD may address any IEP objectives needed.
2. **Daily Schedules reflecting minimal unstructured time and active engagement in learning activities** - A young child with a short attention span will likely need a schedule with short blocks of time. Lack of structure and engagement can contribute to unwanted behaviors. There may be a need to offer more organized arrangements during unstructured times (i.e. recess, pep rallies, lunch etc). Therefore, the daily schedule is highly dependent on the student's individual functioning. A visitor should be able to answer these questions: What should the child be doing? Where should he be doing it? Who should be with him? Schedules should be student specific, not teacher or classroom specific.
3. **In-Home and Community-Based Training or Viable alternatives that assist the student with acquisition of social/behavioral skills** - In order to be viable, a method must be practical and workable. An example of community-based training might include goals on how to behave at the grocery store. One way to do this would be for school personnel, parent and child meet at a store. The teaching would occur in the environment where the skill will be needed. A viable alternative might be preparing for the activity with social stories or video modeling. However, of simpler methods are being used and the student is not mastering the skills in the real world, then more support might be needed.
4. **Positive Behavior Support Strategies (PBS) based on relevant information** – It is critical to remember that a child's behavior may be due to lack of communication. Many students with autism have difficulty communicating, even if they are highly verbal. When they get frustrated, they may use behaviors that have worked in the past. PBS involves modifying environments to help students learn new, appropriate behaviors. This will improve the personal and social quality of their lives. A Behavior Intervention Plan (BIP), if needed, should outline steps to prevent problem behaviors. It should also have a plan to teach and reinforce desired behavior. A Functional Behavior Analysis (FBA) should be used to:
 - ☑ Correctly identify the antecedent (the reason the child engages in the behavior).
 - ☑ Describe the behavior (how the child is communicating, even if it is in the form of a tantrum).
 - ☑ Figure out the consequence (the outcome the child receives)

It is important for qualified personnel to conduct the FBA. A proper FBA will help ensure an effective BIP is devised. It is important to update and modify the BIP as needed to ensure it is in line with current

behavioral concerns or needs. Strategies should be reviewed and modified when progress is not sufficient.

5. **Future Planning (beginning at any age) for integrated living, work, community, and educational environments that consider skills necessary to function in current and post-secondary environments (Transition Services)** - Future planning should not wait until a student is in high school. This plan should start at an early age. It is helpful for future planning to have the end goals in mind. Then, work backwards to the present. For instance, you may start with goals for adult life, and then go back to post-secondary, secondary, elementary – whatever age the child is at the time the plan is formed. This helps to make sure that in each grade level they are building skills to reach the long-term goals. Future planning will be a work in progress. It should be updated according to the changing skills and goals of the student.
6. **Parent/Family Training and Support provided by qualified personnel in autism** – Parent and family training and support can come in many forms. It might include simple supports such as an interactive notebook between the school and the parents, printed materials, and websites. It might also include workshops or conferences. Mothers, fathers, and other caregivers in the home might have different training needs.
7. **Staff-to Student Ratio (suitable) appropriate to identified activities and as needed to achieve social/behavioral progress based on the child’s developmental and learning level** – For any skill, children go through levels of learning. The level of learning refers to how well they know and use a skill. When they are first learning something new, they are in the acquisition level. As the skill improves, they progress to fluency. In the maintenance level, they know a skill well, but might not use it across settings with different people. By looking at the four levels of learning, the ARD committee can plan for the needed ratio of staff-to-student. For instance, your child might need little support at lunch, but might need direct support for Math. Another student might have very different needs.
8. **Communication Interventions, including language forms and functions that enhance effective communication across settings** – Communication interventions do not just refer to the speech services the district might provide. There are many ways to improve communication. Picture-based systems are an example of a simple method. Assistive technology devices that provide voice output might be needed to replace or improve spoken language. Sometimes more than one method may be needed. For instance, many children with autism who speak may still need picture communication or others methods. This can help when they are frustrated or have difficulty expressing an idea or emotion. Every child should have some form of communication. Inability to communicate can lead to undesired behaviors and isolation.
9. **Social Skills Supports and strategies based on social skills assessment/curriculum and provided across setting** – Social skills are behaviors used to interact and communicate with other people. While manners are important, social skills go beyond simple manners. Social skills delays are a defining feature of autism, so it is highly likely that students with autism will need this strategy. The need for social skills

supports can be determined many ways. Observations in natural settings, standardized testing, and observations in structured settings are only a few examples. There is no “right” way to teach social skills. Studies have shown they should eventually be taught in context. We don’t just use social skills in controlled classrooms so these skills need to be taught in the real world. This is an area where peer supports (classmates) can be very valuable in the learning process. Remember, these peers represent the community your child will be with as an adult.

10. Professional Educator/Staff Support – As stated before, staff should have general training about autism and strategies to implement an IEP. They should also know strategies unique to the child. Again, the supplement does not mandate a specific degree or credential, but does require qualified personnel and training. One important way parents can help is to provide a student portfolio. Many devices or procedures are not successful simply due to lack of training for both students and teachers.

11. Teaching Strategies based on peer reviewed, and/or research-based practices for students with Autism – Some examples of teaching strategies which might be considered are discrete trial learning, applied behavior analysis (ABA), visual supports augmentative communication, or social skills training. Although these methods are expressly mentioned in strategy 11, that does not imply endorsement of the methods or a requirement to provide them. It does mean that these methods are “on the table” for discussion.

For each strategy, the ARD committee must determine whether the strategy is needed. This decision is based on whether the student needs the strategy because they are making sufficient progress. There may be other reasons for not using a strategy. For instance, a family might decline ESY services if they plan other learning activities over the summer. The decisions should be based on data collected against measurable goals and objectives, not just ARD committee’s overall impressions of the student’s progress.

In Home Parent Training and Forms

Definitions

What is In-Home Training?

This training component is primarily intended to promote generalization of desirable skills and behaviors into the home setting. Utilizing an in-home trainer, target skills/behaviors mastered in the educational setting will be generalized to the home setting and/or community setting through use of an in-home trainer. Initially, the home trainer will be primarily responsible for implementation of the generalization activities, but the parent or primary giver must be present and must be actively involved with the child.

As generalization occurs, training should shift from the trainer to the parent (via parent training) to facilitate long-term maintenance of the target skills/behaviors. In addition to the generalization aspect, this service may also be considered appropriate for teaching priority skills/behaviors in the home setting that otherwise would be difficult or less appropriate to address in the educational setting.

What is Parent Training?

This training component is designated to “train parents as trainers”. Through participation in a variety of training activities, parents can acquire teaching and management skills to assist their child in the development and mastery of specific skills and behaviors. Parent training services can be provided in both groups and individual training formats and should incorporate a variety of training strategies based upon individual needs. This training is provided by the child’s unit teacher.

In/Home and/or Parent Training is **NOT**...

- Respite care
- Baby sitting
- Counseling or therapy
- Unrelated to the student’s IEP/BIP
- A way to solve in home problems
- A way to provide training in basic parenting skills

Frequency/Duration of Services.....

- Determined by ARD
- Must be specified
- Appropriate to the skills/behaviors identified

- Some parents/students may only require 1 or 2 sessions, while other parents/students may require more sessions
- Lack of parental involvement and follow-through may result in a decrease in services, as deemed appropriate by the ARD Committee

Why are In-Home and Parent Training Services Considered?

In-Home Training

- Generalization problems are characteristic to autism
- Generalization skills may require additional training services
- Problems in generalizing a skill or behavior may occur when:
 - There is a change in who is working with the child;
 - There is a change in the location from where the skill or behavior was initially learned; or
 - There is a change in the type of materials or supports used

Parent Training

- There are sometimes significant discrepancies between school and home functioning levels
- Parents are an integral part of their child's educational success
- Children with autism frequently engage in difficult to manage behaviors that interfere with all aspects of their lives
- With training, parents can learn to effectively teach and maintain the skills necessary for progressing towards independence

Sequence of Activities for Determining In-Home and/or Parent Training Services

- Case manager conducts a Needs Assessment of In-Home and Parent Interview, Information from School Staff, Etc.
- ARD Committee reviews the assessment information in conjunction with other pertinent assessment data.
- ARD Committee determines whether the need for In-Home or Parent Training services exists.
- If In-Home or Parent Training services are deemed necessary, goals and objectives are developed that:
 - Accurately describe the target skill/behavior
 - Are realistic based on child's current level of functioning as determined by assessment information
 - Follow a logical sequence in skill development
 - Include clearly stated criterion levels
 - Are measurable in terms of criterion levels

Additional Considerations for the ARD Committee

- ✓ In-Home training typically focuses on:
 - Behavior
 - Self-care
 - Social skills
 - Communication
- ✓ What is the parents' ability to provide structure in the home?
- ✓ What is the child's ability to interact with peers?
- ✓ What are the curriculum areas that need continuous attention?
- ✓ Are the requested services an integral part of programming for the student?
- ✓ The ARD Committee must consider the appropriateness of in-home training.
- ✓ Discontinuation, decrease or increase of either in-home or parent training can only be enacted by an ARD Committee.
- ✓ While the ARD Committee wishes to always consider the input from all members of the team, the school district retains the right to determine methodology, training sites and personnel.
- ✓ In order to meet the student's individualized needs, it is the responsibility of the student's enrolled campus to provide the In Home /Parent Training.

In-Home Trainer and/or Parent Trainer Responsibilities

The Trainer is expected to:

- Maintain confidentiality
- Help establish a positive parent/school personnel relationship.
- Keep all training appointments with parents/student and should give at least a 24-hour notice of cancellation when possible. Scheduled appointments that are cancelled by the trainer should be rescheduled. Trainers are paid for direct hours of service as determined by the ARD Committee through AU supplement. Any training done during the school day should also be documented but is not billable. Extending training time can only be determined by ARD Committee Decision.
- Implement IEP goal and objectives as written and determined by ARD Committee.
- Maintain documentation through activity logs, summary logs, progress logs, etc.
- Gather materials needed for implementation of the IEP and consulting with the student's teacher and/or Behavior Specialist regarding IEP, interventions, materials, etc.
- Inform parents that they are required to remain in the home or training area during the In-Home training sessions. Trainers are not allowed to provide services to students under the age of 18 without the parent(s) present.
- Meet with student and student's teacher at least one time before beginning In-Home and/or Parent Training.
- Discuss and/or report any issues of concern directly to the campus special education administrator.

**In-Home Training / Parent Training
Needs Assessment Cover Sheet**
(To be completed by ARD teacher with parent prior to ARD)

Forms Completed

**In-Home Training / Parent Training
Needs Assessment Cover Sheet**

Completed	Needs Assessment Area	Date of Parent Interview	Conducted Interview (In Person, Via Phone, etc.)	Parent/Guardian Name
<input type="checkbox"/> Yes	Communication			
<input type="checkbox"/> Yes	Behavior			
<input type="checkbox"/> Yes	Self Help			
<input type="checkbox"/> Yes	Socialization			

☐ Parent declined to complete the Needs Assessment survey thereby recognizing the loss of opportunity for In Home or Parent Training at this time.

ARD teacher Signature:	Date:
Parent/Guardian Signature:	Date:
If via telephone, record parent/guardian phone number:	

In-Home Training / Parent Training Needs Assessment

COMMUNICATION

Communication	Unable to do	Can do	Does consistently	Comments
Follows simple directions				
Expresses feelings appropriately				
Appropriate voice level (increase or decrease level?)				
Expresses wants				
Answers questions				
Indicates choices				
Engages in meaningful conversation				
Communicates with strangers (Reduce or increase?)				
Asks for help				
Indicates when hurt or sick				
Initiates communication				
Is understood by strangers				
Indicates "no"				

BEHAVIOR

Behavior	Unable to do	Can do	Does consistently	Comments
Helps others when requested				
Follows simple directions (stop, no, come here, with or without visual cue?)				
Expresses feelings appropriately				
Appropriate use of hands and/or body				
Appropriate use of language				
Takes care of possessions				

Remains with family when requested				
Tolerates change in routine (with or without schedule)				
Follows house rules (specify need)				
Accepts corrections				
Exhibits destructive behavior				
Self-injurious behavior (hits, self, head bangs, bites, other)				

SELF HELP

Bathroom skills	Unable to do	Can do	Does consistently	Comments
Recognizes physical need to use toilet				
Goes to the bathroom when requested				
Urinate in toilet				
Voids in toilet				
Stays dry during the night				
Stays dry during the day				
Uses a variety of restroom facilities				
Washes hands				
Washes face				
Takes care of personal hygiene needs				
Bathes independently				
Brushes teeth independently				
Dining skills				
Drinks from a cup or a variety of cups				
Utilizes a variety of tableware				
Eats a variety of foods				
Eats all textures				

SOCIALIZATION/FAMILY

Socialization/Family	Unable to do	Can do	Does consistently	Comments
Stays near family (in house, community, other)				
Greets others				
Plays games				
Follows game rules				
Does routine chores				
Picks up toys/belongings				
Interacts with family members				
Tolerates new people in the house				
Takes turn during activity (with/ without prompts)				
Follows family routine				
Plays with toys appropriately				

In Home / Parent Training Documentation Log

(to be completed by In-Home/Parent Trainer)

Student's Name: _____ **Campus:** _____

Parent(s) Guardian's Name: _____

Others in Attendance: _____

Date of visit/contact: _____

Time: IN _____

Out: _____

Purpose of training (circle one): In-Home Training and/or Parent Training

Goal(s)/Skills Addressed: 1. 2. 3. 4.

Summary of Visits Activities:

Recommendations for Next Visit: _____

Parent's Signature: _____

Trainer's Signature: _____

Follow up:

Date:

Time:

**All Sessions have
been completed.**

In Home / Parent Training

Phone Log

Name of Student	Phone Number	Date: Time:	Who did you Speak to?	Notes

Crisis Prevention Intervention (CPI)

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 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 teacher)
7. If more than one student is in serious crisis simultaneously, additional help will be required from other CPI Campus Core Team Members. The campus administration will direct these requests.
8. Responsibilities:

Unit 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 unit 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 Unit teacher or administrator should answer their questions.
- Remain calm and neutral.

Nurse:

Respond to call from Unit 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:

Unit Staff:

Office Staff:

Nurse:

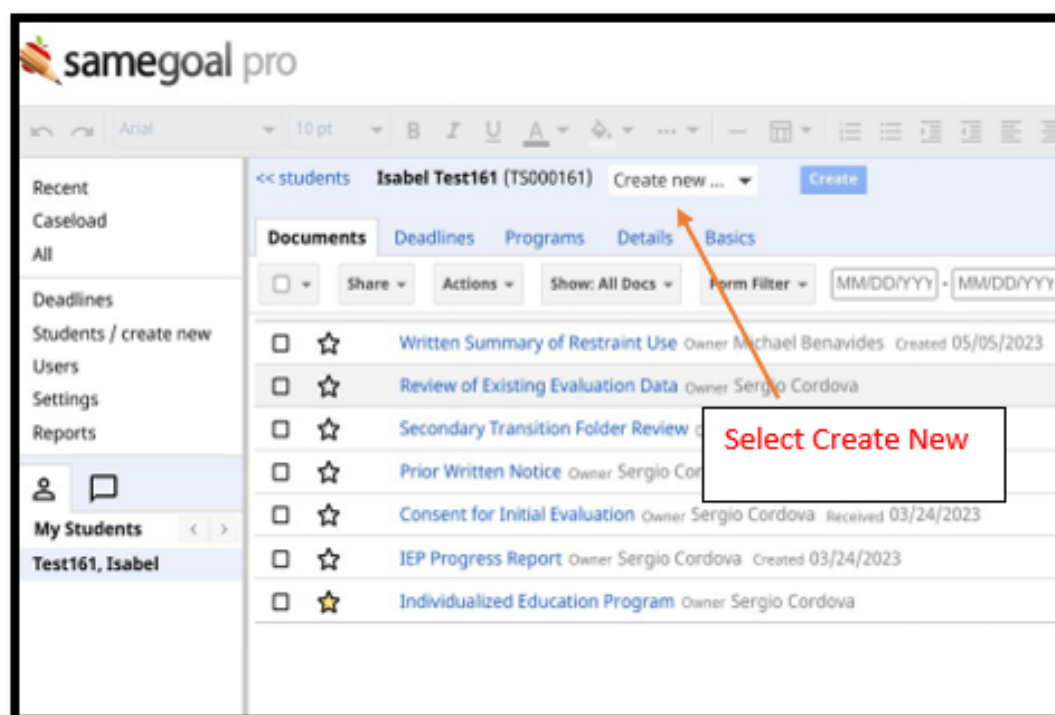
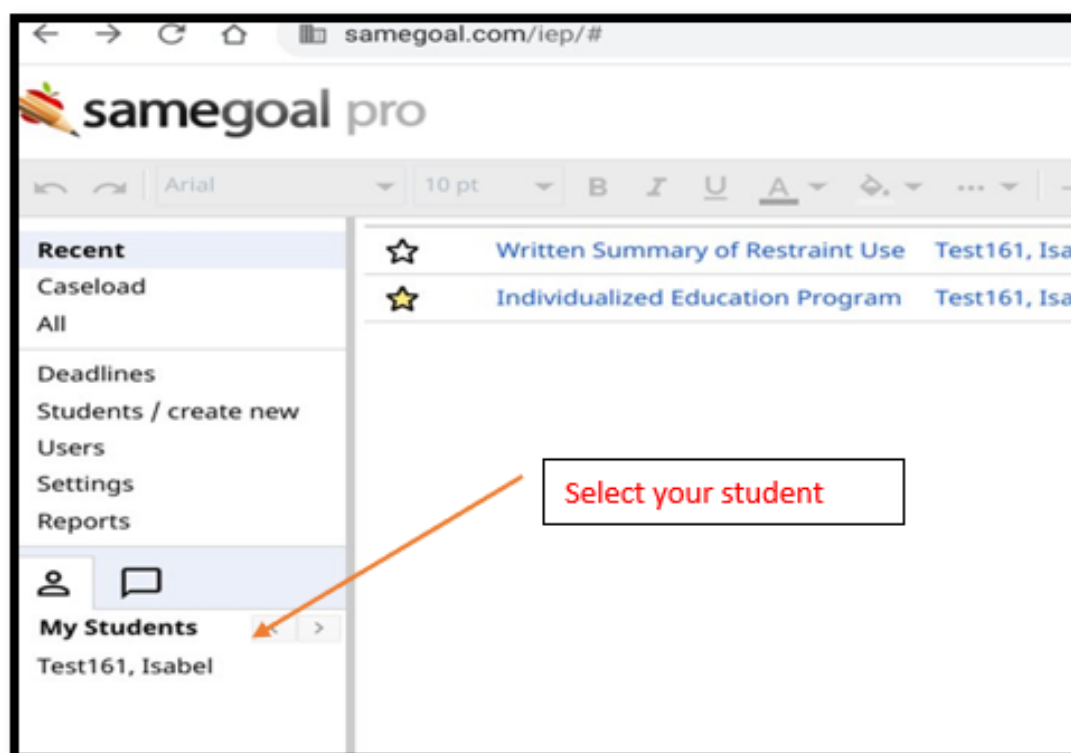
General Education Counselor:

Behavior Specialist:

Other CPI trained staff:

Administration:

Written Notification of Use of Restraint: INSERT SAMEGOAL



samegoal pro

<< students Isabel Test161 (TS000161) Create new ... Create

Documents Deadlines Programs

Search

- SHARS Annual Notification
- SHARS Notice and Consent
- Student Observation
- Summary of Performance
- Transfer Student Comparable Services Agreement
- Written Summary of Restraint Use

Written Summary of Restraint Use

Select Written Summary of Restraint

WRITTEN SUMMARY OF RESTRAINT USE Brownsville Independent School District

STUDENT: Cecilia Test179 ID NUMBER: 17000179 DATE OF BIRTH: 03/09/02

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 _____

Sensory Room Information

Sensory Room



What is a Sensory Room /Space?

A sensory space is a designated area within a school which can support a student's sensory preferences and needs. It is a space which aims to provide students with the individualized sensory input they need to self-regulate, so they can be better prepared for learning and interacting with others. A sensory space addresses the primary senses; sight, hearing, smell, touch, vestibular and proprioceptive. Other terms used to describe a sensory space include – Sensory room; Calm space; Multi-sensory room and Sensory garden.

How and When to Use a Sensory Space

A sensory space can positively impact a student's learning and wellbeing when used appropriately. It is important to consider how the sensory space is being used to meet the needs of the students. This is the most effective way to ensure the success of the sensory space. Some students require more sensory input during the school day and a sensory space can positively impact a student's learning and wellbeing when used appropriately. The following section provides detailed considerations to guide teachers on how to plan and structure sensory activities when using a sensory space. The key considerations are divided into three sections; considerations before, during and after using a sensory space.

Establish Sensory Space Rules, Procedures and Expectations

- Create and establish 3-5 basic rules e.g. (1. Be nice, 2. Respect Equipment, 3. No food, 4. Clean up after yourself.)
- Establish time limits Ex, (using timers for whole group and/or individual student).
- Sensory space may be used at various times throughout the day individually to address students' needs or by group by scheduling a set time.
- Establish a sensory space procedures and structure for all students to follow so all students have equal opportunity to all sensory items or activities.

Before Using the Sensory Space

The following are key:

- Observe the student and their levels of alertness throughout the school day. Try to schedule in whole class or group movement breaks frequently throughout the day to support all students' needs. Observe if there is a pattern to the time(s) of the day when they get overwhelmed or need a break. Try to schedule in visits to the sensory space when students need more sensory input.
- Use the room as proactively as possible by incorporating sensory escape/space time into their daily routine. The sensory space should be used with students at regular scheduled times of the day to support and maximize their participation in school-based activities. This helps to support student's self-regulation skills.
- It is important to never force a sensory activity as this could be a negative or traumatic experience for a student. The space should always be supportive in meeting the student's needs. It is important that this space is not used as a reward or for managing behavior.
- It is important to ensure consistent access to movement breaks and sensory spaces by incorporating sensory escape/space time into their daily schedules and routines.

Factors to Consider Before Using a Sensory Space

- Student voice – it is important to consider the student's needs prior to and during the activity. Think about what are their interests? Favorite color/toy? What do they seek in the sensory space?
- What is the desired outcome for the student? Is it to give them an escape from the busy sensory filled classroom or a sensory break?
- Would the student benefit from a calming or alerting activity?
- What equipment are you going to use to meet the student's needs?
- What supports for transitioning will I use? Examples: visual schedule, first, then visual, time timers.

While Using the Sensory Space

- Guide the student towards either calming or alerting activities, depending on what he/she needs.
- Observe the student's responses to all activities completed in the sensory space. Notice if they find the activity calming, organizing or alerting. Observe their body language and facial expression during the activity.
- Adult Supervision-The students should be supervised at all times when using the sensory space.
- Transitions: A visual schedule, timer or object of reference can be used to prepare the student for transitioning in and out of the sensory space.

After Using the Sensory Space

- Observe the student after using the sensory space. Are they calm, organized and relaxed?
- Was the desired outcome of the sensory space achieved?
- Is the student able to concentrate and attend when they transition back to the classroom?

***Check in with student and class teacher to see how they feel following the sensory activity and when they return to the classroom.**

Key Considerations for How and When to Use a Sensory Space

Plan and Prepare

- **Plan your sensory space time.**
- **Prepare the student before transitioning.**
- **Use timers and visual schedules.**

Supervision

- **Supervision is always required in the sensory room and when using equipment.**

Use

- **Use the room at a predictable time which is scheduled into the student's day.**

Student Voice

- **Give students choice in the sensory space.**
- **Never force a sensory activity.**

Equipment

- **Plan what equipment should be turned on before a student enters the space.**
- **Change lighting or add music depending on the student's needs.**
- **Not everything should be on at once (light, projectors, music).**

Safety

- **Schools should ensure every adult facilitating the sensory room has the appropriate information and training, if required to use the equipment safely.**

Auditory Environment

- It is important to consider the impact the noise has on the sensory space. The acoustic environment can be controlled to reduce background noise, echo and vibrations. Students should be supported to move from one level of noise to the other in a graded manner to prepare them for different noises. It is important to consider the following questions;
- Is the space next to a noisy corridor?
- Can this be reduced by sound proofing or providing background music or sounds?
- Is it possible to introduce up-tempo music for students in need or “alerting” energy levels?
- Is it possible to introduce calm, soft music to support relaxation in the environment?

Lighting

- It is important to consider visual stimuli in the sensory space. Some students can be hyper or hypo sensitive to visual stimuli which may make them either struggle to relax or put them to sleep.
- It is important to consider options to dim the lights or increase the brightness as needed to create a calming or alerting environment.

Escape Space/Calm Quiet Corner

- This is a space to provide ‘calm down/ chill time’ to the overwhelmed student. These spaces provide a neutral sensory environment with minimal sensory input and help calm and relax the student’s central nervous system so they can transition back to the classroom.
- Is there an option to introduce an escape space/cozy corner in your classroom where some students can experience the calm environment?

Equipment

- Think about the effects some equipment can have on students' sensory systems. Some students will find it relaxing to sit and watch bubble tubes and light projections, while others need to complete heavy work activities to help calm, such as crawling through tunnels, using indoor swing, jumping on the trampoline and bouncing on a bouncy ball.

Storage

- It is important to consider the equipment in the environment as 'too much' or certain equipment may be too overwhelming for students. If the student becomes overwhelmed it is important to reduce the sensory stimuli in the environment. Therefore, appropriate storage spaces are important to match the equipment with the student's needs.

Key Considerations When Creating a Sensory Space

The Sensory Space

Designated Sensory Space

- Is a designated space within the school, used to optimize a student's learning?
- Is flexible and adaptable.
- Think about how and when to you use the space for students.
- Consider the students sensory preferences and needs.
- Consider the purpose of the sensory room for the student.

Classroom based Sensory Space

- Is easily accessible and can support all students in the classroom.
- Can support students who need a calming space throughout the day.
- Think about simple separate spaces e.g. pop-up tent, library spaces.
- Think about simple resources e.g. cushions, bean bags blanket, headphones, fidget toys.

Outdoor Sensory Space

- Helps students who find the playground overwhelming.
- Think about zoning outdoor space to include active areas and chill out/quiet areas.
- Promote the students voice and choices. Consider the students sensory preferences and structured, predictable and consistent games to support participation and engagement.
- Encourage the student to participate in extracurricular activities like sports which follow the student's strengths and interest.

Be Flexible and Adaptable

- Experiences. Therefore, sensory spaces need to be flexible and adaptable.
- Can the sensory space be individualized to the students' needs and preferences?

Environmental Factors

- **Consider all eight senses: hearing, sight, taste, smell, touch, proprioceptive, vestibular and interception and how these impact on the student's sensory environment.**
- **Pay attention to the auditory environment- Is the sensory space located near a busy corridor or noisy environment? Can music, headphones or soundproofing be used?**
- **Think about the lighting within the space – What is the level of brightness and natural light, can it be adjusted or can black out blinds be used?**
- **Think about how the space is organized and how the student can move through the sensory room.**

Student Voice

- **Always consider students voice and interests when creating and using the sensory space.**
- **Identify if students need calming, organizing or alerting activities.**

Equipment

- **Consider the different sensory equipment in the school environment. Is the sensory tool calming, regulating or alerting for the student? For example, looking at a bubble tube is generally calming and relaxing in the sensory space.**
- **Ensure that the sensory environment is not too cluttered or overwhelming for the student.**
- **Ensure the 'just right' challenge which sets the student up for success in the sensory space.**
- **Have designated storage spaces for the equipment which is not being used.**
- **The most important equipment is the person facilitating the session in the sensory space and how they use the equipment!**

**Planning
To
Support**

- **Would your students benefit from having timers in the space?**
- **Would your students benefit from having visual schedules to support transitions to and from the sensory space.**

Sensory Equipment Ideas

<p><u>TOUCH</u></p> <ul style="list-style-type: none"> • Sensory boxes; sand, stones, rice, pasta, etc. • Homemade texture board (sandpaper, feather, carpet, ticker, silk, etc.) • Fidgets • Playdough/Thera-putty/Kinetic Sand/play foam • Stress ball • Vibrating cushion/pillow • Pillows, blankets 	<p><u>SOUND</u></p> <ul style="list-style-type: none"> • Speaker • Over ear headphones • Ear defenders
<p><u>SIGHT</u></p> <ul style="list-style-type: none"> • Lava Lamp/Bubble Tube • Liquid Motion Bubble Timer • Fiber Optic Lights • String lights, battery powered candles • Glow in the dark ball • Liquid Floor Times • Calming Light Covers • Light Box 	<p><u>SMELL</u></p> <ul style="list-style-type: none"> • Aroma Diffuser with lavender essential oil
<p><u>PROPRIOCEPTIVE (BODY AWARENESS)</u></p> <ul style="list-style-type: none"> • Body Sox • Heavy Blanket • Tunnel • Large Cushions/Bean Bags • Resistance Bands • Weighted Vest/Cap • Weighted Plush • Deep Pressure Compression Vest 	<p><u>INTEROCEPTION</u></p> <ul style="list-style-type: none"> • Yoga Mat • Breathing Strategies • Images of breathing techniques or mindful coloring activities • Puzzles • Legos/Blocks • Calming/Soothing Music

Extended School Year (ESY)

Extended School Year Services



Extended School Year Services for Students with Disabilities

Extended School Year (ESY) services is an individualized instructional program for eligible students with disabilities that is provided beyond the regular school year. The need for ESY services must be determined on an individual basis by the admission, review, and dismissal (ARD) committee. The individualized education program (IEP) developed for ESY must include goals and objectives.

The need for ESY services must be documented from formal or informal evaluations provided by the district or the parents. If a student requires a significant amount of time to recoup acquired critical skills, then the ARD committee must discuss whether the student needs extended educational or related services during the summer break.

Consideration for ESY must include direction from your cluster supervisor.

Extended School Year Services Key Points

- Extended school year (ESY) services are NOT based on a request or need for day care, respite care, summer recreation, or other programs and services not required to ensure the provision of a free appropriate public education (FAPE).
- ESY services are not provided to students in order to develop new skills or to continue to work on emerging skills.
- ESY services must target goals and objectives derived from the student's IEP.
- ESY services are determined on an individualized basis.
- ESY services are considered annually and based on data collected during the first eight weeks of the school year to determine student eligibility.
- ESY services may not be provided to make up for student absences incurred during the school year.

EXTENDED SCHOOL YEAR (ESY) SERVICES

Federal and state requirements as per the Legal Framework

DATA TO MAKE THE DECISION

The ARD committee must determine the need for ESY from formal and/or informal evaluations provided by the district or the parents:

- For a child enrolling in the LEA during the school year, information obtained from the prior LEA as well as information collected during the current year may be used to determine the need for ESY services.



REGRESSION IN CRITICAL AREAS

The ARD committee must identify the critical areas addressed in the current IEP objectives, if any, in which the child has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time:

- A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following occurrences during the first eight weeks of the next regular school year:
 - Placement in a more restrictive instructional arrangement;
 - Significant loss of acquired skills necessary for the child to appropriately progress in the general curriculum;
 - Significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services;
 - Loss of access to community-based independent living skills instruction or an independent living environment provided by non-educational sources as a result of regression in skills; or
 - Loss of access to on-the-job training or productive employment as a result of regression in skills; and
- "Severe or substantial regression" means that the child has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESY services.



RECOUPMENT OF ACQUIRED SKILLS

The ARD committee must determine the reasonable period of time for recoupment of acquired skills on the basis of needs identified in the child's IEP:

- If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the child or to others, ESY services may be justified without consideration of the period of time for recoupment of such skills. In any case, the period of time for recoupment must not exceed eight weeks.



GOALS AND OBJECTIVES

If the ARD committee determines that the child is in need of ESY services, then the IEP must also include goals and objectives for ESY services from the child's current IEP.

If a child for whom ESY services were considered and rejected loses critical skills because of the decision not to provide ESY services, and if those skills are not regained after the reasonable period of time for recoupment, the ARD committee shall reconsider the current IEP if the child's loss of critical skills interferes with the implementation of the child's IEP.



Regression Documentation

Campus _____
Teacher _____

Student _____ ID# _____
Grade _____ Unit _____

List the skill(s) the student has regressed in and document his or her recoupment time.

Previously acquired skill(s), goal(s) and objective (s), and/or abilities:

Week #1 (First Week of the School Year)

Progress:

Strategies Attempted:

Notes:

Week #2 (Second Week of the School Year)

Progress:

Strategies Attempted:

Notes:

Week #3 (Third Week of the School Year)

Progress:

Strategies Attempted:

Notes:

Week #4 (Fourth Week of the School Year)

Progress:

Strategies Attempted:

Notes:

Week #5 (Fifth Week of the School Year))

Progress:

Strategies Attempted:

Notes:

Week #6 (Sixth Week of the School Year)

Progress:

Strategies Attempted:

Notes:

Week #7 (Seventh Week of the School Year)

Progress:

Strategies Attempted:

Notes:

Week #8 (Eight Week of the School Year)

Progress:

Strategies Attempted:

Notes:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
EXTENDED SCHOOL YEAR (ESY) STUDENT PROFILE**

Name: _____
Student ID: _____ Last _____ First _____ Middle _____
DOB: _____ Age: _____ Sex: _____ Grade _____
Instructional Arrangement (Code): _____ Disability (s): _____ Campus: _____
Address: _____
Parent(s) Name: _____ Telephone: _____
ARD Date: _____ Teacher: _____ One-to-One: _____
Name _____

SERVICES TO BE PROVIDED:

Program: (Indicate type)

Transportation ____yes ____no (If yes, does it require a bus lift: ____yes ____no)

Special Diet:
(Indicate) _____

Medication:
(Indicate name of medicine and dosage)

SUBMIT FOR EACH STUDENT THE FOLLOWING FORMS AND DOCUMENTATION:

Prepare the documentation and submit it in the order listed below:

- _____ ESY Student Profile (this form)
- _____ Copy of Extended School Year Services ARD/IEP Supplement
- _____ Copy of Transportation Information
- _____ Copy of the current IEP goals and objectives to be addressed during ESY (highlight goals)

Submit via email to Dr. Garcia (lgarcia@bisd.us).

Revised ESY Student Profile

Cameras



Brownsville Independent School District

Special Services Department

2467 E. Price Road / Brownsville, Texas 78521 // Ph. (956) 548-8400 Fax: (956) 548-8446

Adriana Lippa
Special Services Administrator

Dr. Jesus H. Chavez
Interim Superintendent of Schools

FORM 2: NOTICE TO PARENT AND STAFF OF THE INSTALLATION OF VIDEO AND AUDIO RECORDING EQUIPMENT

DATE

Re: Notice - Installation of video and audio recording equipment

As required by Texas Education Code §29.022 and BISD board policy EHBAF (legal), this letter serves as notice that **CAMPUS NAME** has received a request to install and operate video and audio recording equipment in the following classroom(s):

You are receiving this notice as a parent/staff member of a student receiving special education services in the classroom(s) described above.

The video/audio camera will be operated at all times during the instructional day when students are in the self-contained classroom. The equipment may also be operational at times when students are not in the classroom. Regular or continual monitoring of these recordings is prohibited. The District will maintain the footage from these recordings for three months, as required by law.

A copy of Brownsville ISD's board policy EHBAF (legal) – Special Education Video/Audio Monitoring (TEC §29.022 [SB 507/SB 1398]) is attached and provides additional information.

Please contact the campus principal with any questions.

Sincerely,

PRINCIPAL NAME, Principal
CAMPUS NAME

Enclosure: Brownsville ISD Board Policy EHBAF (legal) – Special Education Video/Audio Monitoring

Cc: Mrs. Adriana Lippa, Administrator for Special Services

BISD does not discriminate on basis of race, color, national origin, sex, religion, age or disability in employment or provision of services, programs or activities.

BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el empleo o en la provisión de servicios, programas o actividades.



Brownsville Independent School District

Special Services Department

2467 E. Price Road / Brownsville, Texas 78521 // Ph. (956) 548-8400 Fax: (956) 548-8446

Adriana Lippa
Special Services Administrator

Dr. Jesus H.Chavez
Interim Superintendent of Schools

FORM 3: NOTICE TO REQUESTOR WITH OPTION TO DISCONTINUE OR RENEW CAMERAS

Dear Principal,

Our district is dedicated to maintaining a strong partnership with parents, in providing the best education for students.

For this reason, the school district wants to inform you that, as per operating guidelines (see below), for video surveillance of special education settings implementing TEC §29.022 (as amended by SB 1398), the operation of the video cameras **will not continue** during the following school year unless a person eligible to make a request for the next school year submits a new request.

"At least ten (10) school days before the end of each school year, the school or campus shall notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue during the following school year unless a person eligible to make a request for the next school year submits a new request." (Operating Guidelines for Video Surveillance of Special Education Settings). TEC §29.022

My signature below indicates that I understand that I have the option to submit a request for installation of camera for the 2023-2024 school year.

_____ I **do not** request the installation of cameras for the 2023-2024 school year.

_____ I **do** request the installation of cameras for the 2023-2024 school year.

Steps to making a request for installation of camera:

- Parents must complete and submit an application to request the installation of video and audio recording equipment.
- A parent/staff member or assistant principal should submit this form to the campus principal (or the principal's designee).
- A principal or the district's board of trustees should submit this form to the designated district Coordinator at the Special Services department.

Campus: _____

Principal's signature _____

Phone number or email: _____

Additional Activities (Buddy Fun Meet, Special Olympics, Aquatics)

Buddy Fun Meet

Dear Parents,

On _____ our campus will be participating in the Buddy Fun Meet at Sam's Stadium. The Buddy Fun Meet is an event where children with disabilities are paired up with a buddy and complete a number of different field games together.

We are asking that your child come dressed appropriately with shorts and running shoes for the outdoor activities that are planned. Our campus will be providing a shirt for your child to wear and keep after the event. There will be photographers taking pictures throughout the event. There is a possibility that your child photo will be used in different areas. Examples of where the photos could be used are: BISD website, newspaper, flyer on our annual yearbook, etc.

____ Yes, I give my child permission to attend

____ No, I don't give my child permission to attend

____ Yes, I give permission for my child's photograph to be taken.

____ No, I don't give permission for my child's photograph to be taken.

Parent Signature: _____

Date: _____

Thank you for your support,

SFL/Life Skills Teacher

Classroom Phone Number

Estimados Padres de Familia,

El día _____ nuestra escuela estara participando en una "Competencia Entre Amigos" en el estadio Sam's. Esta competencia entre amigos es un evento donde las estudiantes con discapacidades fisicas se unen a un companero para completer ciertas actividades/juegos juntos.

Estamos pidiendo que los ninos vengan vestidos apropiadamente con shorts y tenis para correr para las actividades al aire libre que se han programado. Nuestra escuela proporcionara una camiseta para su hijo/a para el evento. Habra fotografos tomando fotos durante el evento.

Por favor llame si tiene alguna pregunta con respecto a este evento.

_____ Si, doy permiso a mi hijo(a) para asistir

_____ No, doy permiso a mi hijo(a) para asistir

_____ Si, doy permiso que le tomen fotos a mi hijo(a).

_____ No, doy permiso que le tomen fotos a mi hijo(a).

Firma del Padre _____ Fecha: _____

Gracias por su apoyo,

Maestra de Life Skills/SFL

Telefono de la clase



Special Olympics ***Texas***

Philosophy

Special Olympics is founded on the belief that people with intellectual disabilities can, with proper instruction and encouragement, learn, enjoy and benefit from participation in individual and team sports. Special Olympics believes that consistent training is essential to the development of sports skills, and that competition among those of equal abilities is the most appropriate means of testing these skills, measuring progress and providing incentives for personal growth. Special Olympics believes that through sports training and competition, people with intellectual disabilities benefit physically, mentally, socially and spiritually; families are strengthened; and the community at large, both through participation and observation, is united in understanding people with intellectual disabilities in an environment of equality, respect and acceptance.

Spirit of Special Olympics

That the "Spirit of Special Olympics" — skill, courage, sharing and joy — incorporates universal values which transcend all boundaries of geography, nationality, political philosophy, gender, age, race or religion.

The Mission of Special Olympics

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.

The Goal of Special Olympics

That the goal of Special Olympics is to help bring all persons with intellectual disabilities into the larger society under conditions whereby they are accepted, respected and given a chance to become productive citizens.

Special Olympics Athlete Oath

Let me win. But if I cannot win, let me be brave in the attempt.

Aquatics

Campus Participation Confirmation

“Life Skills/Structure For Life (SFL)”

Adaptive Aquatics Swimming Program

American Red Cross

Campus: _____

Teacher(s) _____ ☐ Life skills ☐ Structure For Life

Date Scheduled _____

Time Scheduled _____

Our Campus will have a total of _____ (#) students going to the center.

_____ (#) adults going to the center.

_____ (#) requiring a wheel chair.

Notes _____

Confirmed by: _____ Date: _____

Campus Principal Signature

Rev: 6-2021 ***Teachers, Paraprofessionals and 1 to1 staff must enter the water, assist and be actively monitoring at all times before, during and after***

Resources

Unique Learning Curriculum

Unique Learning System is a complete standards-based curriculum program designed specifically for students with significant disabilities. Subscribers download monthly instructional thematic units of study. Each unit contains 30 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All 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's thematic units are Science and Social Studies themed and include comprehensive activities for all five core competencies:

- Reading
- Writing
- Math
- Science
- Social Studies

Unique Learning System also integrates seamlessly with the News-2-You weekly current event newspaper. Monthly suggested activities are available to help teachers make the connection.

Lesson Plans

Each month, there are a total of 30 new lessons provided within each ELEM-HS grade band. Lesson plans encompass a consistent format of activities with varied content and skills for each monthly unit. Each plan is differentiated into three learning levels to provide teachers with the ability to teach the same material to all students of varying cognitive abilities.

Level 1: Students typically require maximum support within instructional tasks. For these students, increasing the level of participation is the main objective.

Level 2: Students require picture support and other direct support in learning and the demonstration of skills.

Level 3: Students typically are reading or have potential to learn to read text and independently demonstrate comprehension of learned information within modified content.

News-2-You

News-2-You is an online newspaper (weekly) that connects the classroom to the world. It's a connection that spurs learning and increases communication. The stories provide stimulating new information on reader friendly themes. The standard newspaper is published with four levels of difficulty each week, so there is something to challenge every student. More than 60 worksheets accompany the newspaper every week.

Symbol Stix

Symbol stix Online is a web-based symbol search engine that gives you access to the most complete and current symbol set available anywhere.

Websites



www.cindysautisticsupport.com

(schedules, worksheets, pictures of classrooms, examples of learning centers, picture symbols links, data collection links)

www.abcteach.com

(free educational website for teachers)

www.starfall.com

(Website offers a variety of fun, educational phonics, reading and writing activities for students. The Starfall website is offered as a free public service)

<https://storylineonline.net/>

(Storyline Online stream videos featuring celebrated actors reading children's books alongside creatively produced illustrations)

<https://tarheelgameplay.org/>

(A collection of free, easy-to-use, and accessible games. Each game is speech enabled and may be accessed using multiple interfaces including touch screens and 1-3 switches. You may create your own games using videos from the huge collection at You Tube)

<https://tarheelreader.org/>

(A collection of free, easy-to-read and accessible books on a wide range of topics)

<https://theautismhelper.com/>

(Great website with academic, behavioral, communication resources)

<https://www.spedtex.org/>

(The Special Education Information Center (SPEDTex) works collaboratively with stakeholders to provide resources and facilitate collaborations that supports the development and delivery of services to children with disabilities in our state)

<https://txcan.tea.texas.gov/>

(Educational researchers and leaders in the field are collaborating with the Texas Education Agency to develop timely, meaningful, appropriate, and high-quality resources to guide educators and families in supporting students with significant cognitive disabilities.)

<https://www.youtube.com/jackhartmannchannel>

(Educational songs from Reading, Math, Social Skills, Behavior, self-esteem)

<https://www.n2y.com/news2you/>

(Online newspaper for students with special needs and beginner readers. Each weekly edition includes 4 levels of editions, covering current events, recipes, jokes and activity pages. Communication boards are also included weekly with vocabulary corresponding to the week's news. Available by subscription but allows for download of one copy for trial purposes)

<https://www.andnextcomesl.com/p/printable-social-stories.html>

(Social Stories were developed by Carol Gray at the Gray Center for Social Learning and understanding. The goal of a social story is to share accurate social information in a patient and reassuring manner that is easily understood by the parent)

<https://www.youtube.mr.Demaio.com/>

(Mr. DeMaio can be found on you tube for educational videos)

<https://tea.texas.gov/student-assessment/testing/staar-alternate/staar-alternate-2-resources>

(Resources for STAAR Alternate 2 the Texas Education Agency (TEA) designed the STAAR Alternate 2 to assess students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services.)

<https://do2learn.com/>

(Do2learn provides thousands of free pages with social skills and behavioral regulation activities and guidance, learning songs and games, communication cards, academic material. And transition guides for employment and life skills. In addition, we offer premier products including View2do, JobTIPS, and books for purchase.)

<https://pecsusa.com/pecs/>

(PECS is a unique alternative/augmentative communication system developed in the USA in 1985 by Andy Bondy, PhD, and Lori Frost, MS, CCC-SLP. PECS was first implemented with pre-school students diagnosed with autism at the Delaware Autism Program. Since then, PECS has successfully been implemented worldwide with thousands of learners of all ages who have various cognitive, physical and communication challenges.)

<https://clever.com>

(Clever automates the secure transfer of student rosters to authorized parties. This enables continuously updated roster information in learning programs. Clever also offers single sign-on access for students and teachers via the Clever Portal.)