

Special Education Teacher Handbook



**Gregg County Shared Services Arrangement
Special Education Teacher Handbook**

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Special Education Teacher Handbook

Gregg County Shared Services Arrangement

SPECIAL EDUCATION DIRECTOR

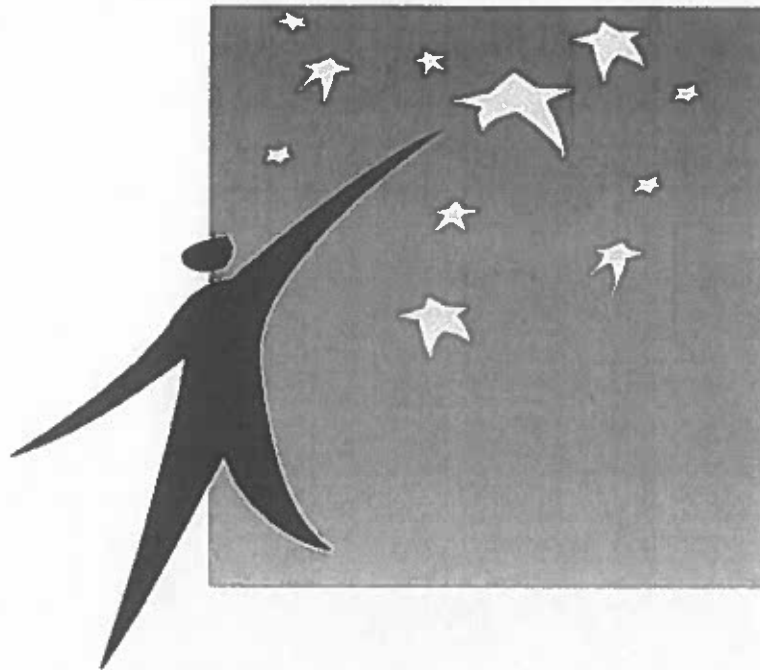
Vicki Thornton

MEMBER SCHOOLS:

**Sabine ISD
Spring Hill ISD
White Oak ISD**

ACKNOWLEDGEMENT

Special education teachers in the Gregg County Shared Services Arrangement make an incredible contribution to children! Do not let one day go by without knowing that you are truly appreciated by this department. In the busy day to day work, we may not take the time to tell you as we should. This is one way we can say thank you for all that you do in support of students with disabilities!



This handbook is provided to you as a source to reference. Please understand that it is a work in progress and any input, additions, suggestions you have will be appreciated. Each year we will work to continually improve upon the handbook and edit it to meet our needs. Your input and suggestions are greatly needed and appreciated.

Special Education Director

Gregg County Shared Services Arrangement

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SPECIAL EDUCATION SUPPORT STAFF INFORMATION

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Position: Instrurctional Paraprofessional - DAEP

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OPERATING GUIDELINES©

The Gregg County Shared Services Arrangement operates under the Sabine ISD School Board Policy. The Operating Guidelines for Special Education Services© are accessible to each campus principal as a framework and follows the special education School Board Policy and the Federal and State rules/regulations on the Gregg County SSA tab of the Sabine ISD website. These policies and procedures are accessible to staff only due to copyright protection. Should a parent request to see the document, please inform them that they may access the document in the SSA office.

The Operating Guidelines for Special Education Services© is a very extensive document that covers the current IDEA Federal Regulations, the State Board of Education and Commissioner Rules for Special Education, and all compliance requirements. The following areas are discussed in detail:

- Intervention / Referral Process
- FIE-Full and Individual Evaluation
- Disability Criteria
- ARD / IEP / Related Services
- Instructional Arrangements
- Discipline

Procedural Safeguards Administration

Please remember that the document is available for your review at any time. Also, please keep in Mind, the document is copyrighted and should not be copied for use outside of our districts.

GCSSA SPECIAL EDUCATION BROCHURES

The GCSSA has developed the following brochures which briefly provide information to parents regarding special education topics and issues:

The Referral Process: This brochure describes child-centered process by which a student is evaluated for eligibility for special education services. This information includes all disability conditions and explains the response to intervention process and its impact on special education evaluation.

Special Education Services: This brochure describes the array of instructional services available through the special education department.

Related Services: This brochure describes the array of related services which are available to supplement the student's special education.

Transition Services: Transition in Texas at www.transitionintexas.org

ECI: Resource guide at www.dars.state.tx.us/eci

RtI: This brochure describes the basic outline of the Response to Intervention approach for eligibility determination.

All brochures are available through download from the Gregg County SSA folder on the Sabine ISD website.

TEACHER TRAINING AND SUPPORT

As a special education teacher, you will be responsible for instruction and progress of the special education students that you are assigned. If you need support or additional training in a specific area assigned, it is your responsibility to request this assistance from the principal and the GCSSA. The State of Texas is including special education student progress in the AEIS district accountability system. As a result, your responsibility to document progress has increased even more. GCSSA is committed to offering you the training and support you need. We recognize that even with a small degree of teacher turnover, each teacher comes to our school with their own differences in training and experience. In an effort to provide continuity and consistency for our students with disabilities, the GCSSA will provide ongoing training and support each year in the following areas:

Training in use of software program to access ARD documents and IEP development

This training is offered to teach special education teachers how to access the ARD documents they need to plan and provide appropriate special education and related services for each student with disabilities.

Compliance Training

This training is offered to teach legal requirements to the classroom teachers. It covers the ARD/IEP process, accommodations and documentation, as well as other areas of compliance requirements.

Specialized Training and Other Requests

Teachers give input to the GCSSA regarding areas of interest or need. For example, if a teacher is assigned a student with unique medical/physical needs, the OT/PT may be requested to spend time training the teacher on proper techniques. The GCSSA Special Education Director will take all requests into consideration in planning with the district. In addition, each campus Principal should consider your input regarding staff training needs related to special education services to students. If you have any special needs or requests, you must contact our special education office.

STAAR (State of Texas Assessments of Academic Readiness)

The state assessment is the STAAR. All students including special education students are required to take a state assessment as appropriate for their assigned grade level. The district testing coordinator is responsible for training all teachers in the administration of the test.

Important: You must familiarize yourself with specific requirements found on the TEA website below. You will be responsible for making specific recommendations for your individual special education students during their annual ARD/IEP meeting. If you have any questions or need further assistance, please contact the testing coordinator and/or the special education department.

<http://www.tea.state.tx.us/student.assessment/special-ed/>

Annual training is provided for special education teachers on analyzing data from the state tests - CSR-Confidential Student Record, benchmark testing information, and writing goals and objectives. More information on STAAR is found in Section III. Teachers must be knowledgeable of the general education curriculum and TEKS (Texas Essential Knowledge and Skills) in order to appropriately assist students and remain knowledgeable regarding student's Present Level of Academic Achievement and Functional Performance (PLAAFP).

STANDARDS-BASED GOALS/OBJECTIVES

TEKS

The Texas Essential Knowledge and Skills will be the standards taught to all students. Teachers should be very familiar with the student results on the CSR (Confidential Student Record) for ALL students taking the state assessment. Goals and objectives are based on a variety of information including benchmark testing, progress on current goals/objectives and results of the CSR. Specialized training will occur throughout the year, however, request assistance from your campus diagnostician or call the special education offices if you have questions. This is one of the most critical responsibilities you have as a teacher so do not hesitate to ask for assistance if you are unclear or have questions.

STANDARDS-BASED IEP DEVELOPMENT

Using the TEA state standards as the framework for an IEP is critical to student achievement. Under a standards-based approach, discussion of current levels of academic achievement and functional performance starts from a discussion of the state standards the student has achieved and concentrates on identifying the skills and knowledge the student has already acquired that will allow him/her to work toward standards for the current grade level. Then, the input from evaluations and other sources are used to identify the skills and knowledge the individual student needs to achieve the academic standards for the current or subsequent grade level. The IEP goals are the plan for bridging the gap between where the student is and where the student needs to be in relation to the state or district content standards.

By incorporating standards, the IEP can now tie individual student needs to TEA state standards and access and progress in the general education curriculum. This promotes Individualized Education Programs goal and objectives that allow general educators and special educators to speak the same language. The student's special education teacher(s) in collaboration with the general education teachers are responsible for creating the IEP goals and objectives and are the person(s) most knowledgeable in answering these questions. The process to follow is described below:

Steps to Creating a Standards-based IEP

These steps are adapted from the Alabama Department of Education.

Step 1: Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.

- What is the intent of the content standard?
- What is the content standard saying that the student must know and be able to do?

Step 2: Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.

- Has the student been taught content aligned with grade-level standards?
- Has the student been provided appropriate instructional scaffolding to attain grade-level expectations?
- Were the lessons and teaching materials used to teach the student aligned with state grade-level standards?
- Was the instruction evidence-based?

Step 3: Develop the present level of academic achievement and functional performance. Describe the individual strengths and needs of the student in relation to accessing and mastering the general curriculum.

- What do we know about the student's response to academic instruction (e.g., progress monitoring data)?

- What programs, accommodations (i.e., classroom and testing) and/or interventions have been successful with the student?
- What have we learned from previous IEPs and student data that can inform decision making?
- Are there assessment data (i.e., state, district and/or classroom) that can provide useful information for making decisions about the student's strengths and needs (e.g., patterns in the data)?

Consider the factors related to the student's disability and how they affect how the student learns and demonstrates what he or she knows.

- How does the student's disability affect participation and progress in the general curriculum?
- What supports does the student need to learn the knowledge and attain the skills to progress in the general curriculum?
- Is the student on track to achieve grade-level proficiency?

Step 4: Develop measurable annual goals aligned with grade-level academic content standards.

- What are the student's needs as identified in the present level of performance?
- Does the goal have a specific timeframe?
- What can the student be expected to reasonably accomplish in one school year?
- Are the conditions for meeting the goal addressed?
- How will the outcome of the goal be measured?

Step 5: Assess and report the student's progress throughout the year.

- How does the student demonstrate what he/she knows on classroom, district and state assessments?
- Are a variety of assessments used to measure progress?
- How will progress be reported to parents?

Step 6: Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum.

- What accommodations are needed to enable the student to access the knowledge in the general education curriculum?
- What accommodations have been used with the student and were they effective?
- Has the complexity of the material changed in such a way that the content has been modified?

Step 7: Determine the most appropriate assessment option.

- What types of assessments are offered? TAKS/STAAR, etc.
- What types of responses do different assessments require?
- What are the administrative conditions of the assessment? (i.e., setting, delivery of instructions, time allotted, etc.)
- What accommodations are allowed on the assessment(s)?
- Are the accommodations approved for the assessment also used in the classroom? They must be or they cannot be allowed on the state assessment.
- Has the student received standards-based, grade-level instruction?
- Was the instruction evidence based?
- What is the student's instructional level?
- How different is the student's instructional level from the level of typical peers?
- Can the student make progress toward grade-level standards in the same timeframe as typical peers? (If no, consider modified academic achievement standards)
- What can be learned from the student's previous state assessment results?
- Can the student demonstrate what he/she knows on the assessment option under consideration?

Functional

Student ID	Student Name	Age	Date of Birth	Gender
290157		8		M
Medicaid ID	Home Campus	Current Campus	Grade	
	Primary School	Primary School	02	

Annual Goals

This report reflects goals in effect during the following date range:

Start Date: 4/23/2020

End Date: 4/22/2021

Subject/Focus: Behavioral	Status: <input type="checkbox"/> Proposed <input checked="" type="checkbox"/> Approved
---------------------------	----------------------------------------------------------------------------------------

Present Level of Academic Achievement and Functional Performance/Baseline:

In developing's Present Level of Academic Achievement and Functional Performance (PLAAFP), the following data sources were reviewed: observation and teacher input

Based on collected and reviewed data, 's state standard, related and/or associated knowledge and skill strength area includes:

- can express needs/wants
- puts forth effort
- works hard on completing task

's Identified state standard, related and/or associated skill and knowledge area(s) of need include:
Has adequate organizational skills.

According to the identified needs of, the following related services, supplemental aides and/or supports may be needed in order to attain the annual goal(s) and make progress in the general education curriculum: labels, color coded supplies

The ARD Committee document will contain any necessary individual accommodations and/or modifications that the IEP Team identified as necessary for to achieve progress toward the academic and functional goals.

Goal: Behavioral Goal 1

Goal Start Date: 4/23/2020

Type: ☐ Academic ☒ Functional ☐ Related Services ☐ ESY

Within 36 instructional weeks,(within 6 weeks of the 4th 9 weeks of the 20-21 school year), using close supervision and monitoring, cueing, and visual cues, will be prepared and come to classes with appropriate materials. Success will be measured using teacher observations at a rate of 80%.

Objective/Benchmark:

By the end of the 1st 9 weeks of the 20-21 school year, using close supervision and monitoring, cueing, and visual cues, will be prepared and come to classes with appropriate materials. Success will be measured using teacher observations at a rate of 50%.

Objective/Benchmark:

By the end of the 2nd 9 weeks of the 20-21 school year, using close supervision and monitoring, cueing, and visual cues, will be prepared and come to classes with appropriate materials. Success will be measured using teacher observations at a rate of 60%.

Objective/Benchmark:

Student ID 290000	Student Name [REDACTED]	Age 8	Date of Birth [REDACTED]	Gender M
Medicaid ID	Home Campus [REDACTED] Primary School	Current Campus [REDACTED] Primary School	Grade 02	

Annual Goals

This report reflects goals in effect during the following date range:

Start Date: 5/6/2019

End Date: 5/5/2020

Subject/Focus: English	Status: <input type="checkbox"/> Proposed <input checked="" type="checkbox"/> Approved
------------------------	----------------------------------------------------------------------------------------

Present Level of Academic Achievement and Functional Performance/Baseline:

In developing [REDACTED]'s Present Level of Academic Achievement and Functional Performance (PLAAPF), the following data sources were reviewed: observation and teacher input, FIE, Autism eval, report card grades, TPRI data, Benchmarks, Running Records, anecdotal notes, competency checklist

Based on collected and reviewed data, [REDACTED] state standard, related and/or associated knowledge and skill strength area includes:

Understands that printed words have meaning

Writes upper case and lowercase letters

Memorizes words for spelling

[REDACTED] identified state standard, related and/or associated skill and knowledge area(s) of need include:

Checks for understanding using strategies such as asking for help

Applies capitalization rules (friendly letters, titles, and proper nouns)

Writes well-developed sentences and correctly structured paragraphs that include topic and concluding sentences

Learns keyboarding skills and uses the computer to publish writing

According to the identified needs of [REDACTED], the following related services, supplemental aides and/or supports may be needed in order to attain the annual goal(s) and make progress in the general education curriculum: OT,PT,SOI, in-class support

The ARD Committee document will contain any necessary individual accommodations and/or modifications that the IEP Team identified as necessary for [REDACTED] to achieve progress toward the academic and functional goals.

[REDACTED]'s disability affects his involvement and progress in the general education curriculum in the following way: [REDACTED] is impulsive and has a short attention span which makes it difficult to stay on task and retain information.

Texas Essential Knowledge and Skills Standard:

The student will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. [03.17]

This standard is appropriate for the following grades: KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

Goal: English Goal 1

Goal Start Date: 5/6/2019

Type: ☒ Academic ☐ Functional ☐ Related Services ☐ ESY

Within 36 instructional weeks, using extra time, individual administration, manipulating test materials for students, multiple or frequent breaks, preferential seating, reading assistance (entire selection/test), reminders to stay on task, and scheduled sensory breaks, [REDACTED] will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. [03.17] Success will be measured using daily work/tests/observations at a rate of 50%.

Objective/Benchmark:

Within 18 instructional weeks (3rd grade), using extra time, individual administration, manipulating test materials for students, multiple or frequent breaks, preferential seating, reading assistance (entire selection/test), reminders to stay on task, and scheduled sensory breaks, [REDACTED] will develop drafts by sequencing ideas through writing at least 7 complete sentences. [02.17.b] Success will be measured using daily work/tests/observations at a rate of 35%.

Objective/Benchmark:

Within 27 instructional weeks (3rd grade), using extra time, individual administration, manipulating test materials for students, multiple or frequent breaks, preferential seating, reading assistance (entire selection/test), reminders to stay on task, and scheduled sensory breaks, [REDACTED] will develop drafts by sequencing ideas through writing at least 10 complete sentences that all tie together for a story.. [02.17.b] Success will be measured using daily work/tests/observations at a rate of 40%.

Objective/Benchmark:

Within 34 instructional weeks (3rd grade), using extra time, individual administration, manipulating test materials for students, multiple or frequent breaks, preferential seating, reading assistance (entire selection/test), reminders to stay on task, and scheduled sensory breaks, [REDACTED] will develop drafts by sequencing ideas through writing at least 10 complete sentences that all tie together for a story.. [02.17.b] Success will be measured using daily work/tests/observations at a rate of 50%.

Objective/Benchmark:

Within 9 instructional weeks (3rd grade), using extra time, individual administration, manipulating test materials for students, multiple or frequent breaks, preferential seating, reading assistance (entire selection/test), reminders to stay on task, and scheduled sensory breaks, [REDACTED] will develop drafts by sequencing ideas through writing sentences. [02.17.b] Success will be measured using daily work/tests/observations at a rate of 30%.

Responsible for Implementing Goal:
Gen/Spec. Ed./Parent

Frequency of Progress Reporting:
Concurrent w/report cards

For additional information on Goals and Objectives development, go to the ESC 20 website:
<http://portal.esc20.net/portal/page/portal/esc20public/SpecialEducation/AGCHome/AGCStatewideLeadership>

SOFTWARE FOR IEP DEVELOPMENT AND PROGRAM IMPLEMENTATION

The GCSSA requires each teacher to utilize **Success Ed** to develop appropriate goals and objectives for special education students. Training on this software will occur at the beginning of each school year and throughout the year as needed.

ORDERING INFORMATION

As a special education teacher, you will be responsible for instruction and for requesting materials needed for your classroom. The local campus is responsible for purchasing any classroom materials which are required or needed by ALL classroom teachers. In addition, you will have a local campus budget for special education materials. Discuss with your Principal any materials/equipment needed. For specialized materials/equipment, you will need to contact the special education office. A copy of the order/requisition form may be obtained from your campus office or for requests from our special education offices, a blank form to copy is found at the back of this handbook.

FORMS

The GCSSA uses specific forms for all Procedural Safeguards, Notices, Consents, ARD/IEP meetings, etc.. These forms are generally downloaded by the case manager for use. This handbook includes sample forms that you may use as required by your educational diagnostician. Please meet with your local campus diagnostician to review the required forms. You may also call the special education office for any questions.

STATE PERFORMANCE PLAN (SPP) and ANNUAL PERFORMANCE REPORT (APR)

The information provided below on the State Performance Plan (SPP) is to ensure that all special education staff understands the impact that our district special education program has on the Texas State data that is submitted to the Federal government. You will also hear the term SPP as we strive to improve our special education program. There are a total of 20 indicators that are grouped into 5 priority areas shown in the chart below.

About the SPP / APR

The Individuals with Disabilities Education Act of 2004 (IDEA 2004), requires each state to develop a six-year performance plan. This State Performance Plan (SPP) evaluates the State's efforts to implement the requirements and purposes of IDEA and illustrates how the State will continuously improve upon this implementation.

Fact Sheet on State Performance Plan

In alignment with IDEA 2004, the US Department of Education Office of Special Education Programs (OSEP) has identified five monitoring priorities within the SPP: (1) Free Appropriate Public Education in the Least Restrictive Environment; (2) Disproportionality; (3) Child Find; (4) Effective Transition; and (5) General Supervision. The SPP contains 20 indicators associated with these five monitoring priorities:

Free Appropriate Public Education in the Least	General Supervision (TEA)
------------------------------------------------	---------------------------

DOCUMENTATION OF SEVERE REGRESSION

Student: _____ **Date of Report:** _____

Teacher Reporting: _____

Following a review of the student's academic achievement and functional performance during the following period: (during first eight weeks of school) the following situation is indicated:

Please circle the appropriate statement:

1. There has been no regression noted.
2. The attached IEP objective(s) indicate where severe regression has been observed during this reporting period.
3. Regression was not noted, but it is felt that regression would occur if extended school year (ESY) services were not provided. The attached IEP objectives indicate where severe regression could occur without ESY.
4. There has been no opportunity to observe regression (e.g. new student). The attached IEP objectives indicate where severe regression will probably occur without ESY.

These judgments are based upon (check all that applies):

- ☐ Professional judgment
- ☐ Classroom documentation
- ☐ Severity of disability condition
- ☐ Parent report
- ☐ Other: _____

RECOMMENDATION FOR TYPES OF SERVICES:

Teacher Signature

Date

Student ID	Student Name	Age	Date of Birth	Gender
123456789	[REDACTED]	17	01/02/2003	F
Academic Year	Home Campus	Current Campus	Grade	
2019-20	Beyond High School - Sabine ISD	Sabine Elementary School	06	

Contact Log

This directory information may be disclosed by all school officials to requesting private and public schools, colleges, universities, and military recruiting officials. It cannot be disclosed to private or profit-making entities other than employers, prospective employers, or representatives of the news media.

Date	Staff	Method	Contact	Comments
2020-07-07	Avera-Tulberg, Sallie	emailed	Dorothy Poteet (Student)	Emailed parent about upcoming ARD meeting August 1st
2020-07-01	Avera-Tulberg, Sallie	Phone call	Dorothy Poteet (Student)	Called parent to check on student's progress with online curriculum

Student ID	Student Name	Age	Date of Birth	Gender
123456789		17	01/02/2003	F
Academic Year	Home Campus	Current Campus	Grade	
2019-20	Beyond High School - Sabine ISD	Sabine Elementary School	06	

Present Levels of Academic Achievement and Functional Performance

IEP Meeting Date	Staff member completing form
7/7/2020	Sallie Avera-Tullberg

Physical

Parents reports that [REDACTED] is taking a new medication - Adderall
[REDACTED] began wearing corrective lenses 1-18-2020

Behavioral

Difficulty interacting appropriately with peers.
Difficulty staying on task
Respects authority.

Functional

[REDACTED]'s functional skills are within normal limits. She struggles with staying on task and interacting appropriately with peers. She benefits from preferential seating and reminders to stay on task.

Academic

[REDACTED] is reading on a third grade level which is 3 grade levels below her current grade placement of 6th grade
In Math, she understands one to one correspondence, can rote count to 100, does not understand how to add 2 digit numbers
She is passing all of her classes with accommodations and resource instruction for Math and Reading
[REDACTED] struggles with writing assignments, she performs better with a word web
[REDACTED] passed the Reading STAAR with oral administration, in a small group and with supplemental aids.

Restrictive Environment	
1. Graduation 2. Dropout 3A-C. Adequate Yearly Progress 4A-B. Suspension/Expulsion 5A-C. Educational Environment, Ages 6-21 6. Educational Environment, Ages 3-5 7A-C. Early Childhood Outcomes 8. Parent Participation	15. General Supervision (Monitoring) 16. Complaint Investigation Timeline 17. Hearing Officer Decision Timeline 18. Resolution Sessions 19. Mediation 20. State Reporting
Child Find	
11. Child Find	
Disproportionality	Effective Transition
9. Disproportionality in the special education program 10. Disproportionality by specific disability	12. Early Childhood Transition 13. Secondary Transition 14. Post-School Outcomes

2010 State Performance Plan (Revised): February 2010: The TEA submitted a revision to the State Performance Plan. This can be found at http://ritter.tea.state.tx.us/special_ed/spp/

2008 Annual Performance Report: The TEA submitted the 2008 Annual Performance Report also located at above website.

Of particular importance to our secondary teachers are indicators 13 and 14.

Indicator 13 Secondary Transition: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. In preparation for Indicator 14, the GCSSA will gather data from exiting special education seniors during their twelfth grade year. Data gathered will include but not be limited to: DADS and DARS Intake, Testing, IPE date (Individual Plan for Employability), Refused services date, Comments, Counselor Name/phone number. (In Texas, the transition requirements still begin at age 14.)

Indicator 14 Post-School Outcomes: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. The GCSSA will annually complete a One Year Follow-up by phone to the last known number (special education central office). Documentation will include tracking the following information:

Student is: working part time paid (up to 29 hours), working full time paid (30 hours +), attending voc/tech school, 2 year community college, 4 year college, in the military, enrolled in GED, receiving employment related training, supported employment, connected with DARS, connected with DADS, refused to provide information, unable to locate, other.

PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM (PBMAS)

Another term you will hear mentioned is the PBMAS. The Texas Education Agency (TEA) will conduct monitoring of our school district special education department based on the PBMAS system. The Agency will review our district data including our PEIMS data that we submit at the end of October annually. This will determine if the Agency will need to conduct an onsite monitoring of our district. The PBMAS data is similar to the SPP data mentioned on the previous page. Below are the PBMAS indicators the TEA will review annually.

SPED #1(i-v)—SPED STAAR 3-8 Passing Rate
 SPED #2(i-v)—SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate
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If you are interested in more specific information on each of these indicators, you may look on the TEA website. <http://www.tea.state.tx.us/pbm/PBMASManuals.aspx>

**Gregg County Shared Services Arrangement
Special Education Teacher Handbook**

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Gregg County Shared Services Arrangement

Section II. INSTRUCTIONAL ARRANGEMENTS SERVICE DELIVERY MODELS

INTRODUCTION

As addressed in detail in the Operating Guidelines®, the GCSSA provides a Free Appropriate Public Education (FAPE) for students with disabilities in order to meet the need for special education and related services. The FAPE must include the alternative placements listed in IDEA Federal Regulations and State Board of Education and Commissioner's Rules. Also, FAPE must be provided in the Least Restrictive Environment (LRE) appropriate for the student with first consideration given to the general education classroom and curriculum.

Instructional Arrangements:

- Homebound
- Hospital Class
- Mainstream
- Nonpublic Day School
- Off-home Campus
- Residential Care and Treatment Facility
- Resource
- Self-Contained (mild, moderate, severe, regular campus)
- Speech Therapy
- State School for Persons with Mental Retardation
- Vocational Adjustment Class / Program

For clarification purposes, the most current TEA attendance accounting manual found on the TEA website will provide specific information for proper coding based on ARD/IEP committee decisions.

The GCSSA shall take steps to ensure that the students with disabilities have available to them the variety of educational programs and services available to nondisabled students served by the district. The following are just a few of the examples of service delivery available through the instructional arrangements.

CONTENT MASTERY - Service Delivery Model

The Content Mastery (CM) service delivery model is still considered “resource”, however, CM allows the student with disabilities to remain in the general education classroom for the content instruction by the general education teacher. For students who need **additional instructional time** on the general curriculum content, the special education teacher in the CM Center can provide additional instruction. Students must remain in general education during instruction and can only go to CM for additional instruction.

Information from this section could be used to explain the operation of the CMC during a faculty meeting. Be sure to review the information with your campus principal before presenting to the faculty.

Examples of when a student **may use the CMC** during class would be:

- * when working independently on a packet, written assignment, worksheet, or questions from the textbook
- * when the student is assigned to read a chapter during class
- * when students are studying for a test, or when a test is being given

Examples of when a student **may NOT use the CMC** during class would be:

- * during a teacher's lecture
- * class discussion, group work, lab, or a film
- * behavioral disruption in the general classroom

Special Education Teacher Responsibilities

The CM teacher assumes the major responsibility for integrating the student with learning disabilities into the general class. The CM teacher conferences with the general education teacher informing him/her of the incoming student's particular strengths and weaknesses. These two teachers then review the demands of that particular class and determine specific accommodations that will compensate for the student's deficits and still be consistent with the teacher's regular method of instruction. The appropriate accommodations will then be recommended to the ARD/IEP committee.

RATIONALE

The special education teacher on the campus is the expert in modifications and accommodations. Often the special education teacher must spend time training the campus staff on how to make appropriate accommodations for students. The general education teacher at the secondary level interacts with approximately 150 students each day. Not only does making these accommodations take time, but it requires a degree of knowledge about learning disabilities. Thus, the CM teacher bridges these gaps by providing assistance and training in CM techniques to the general teachers.

1. CM TEACHER SUPPORTS THE GENERAL EDUCATION TEACHER BY:

- * assessing what the student can and cannot do
- * determining the range of appropriate accommodations for a student
- * helping the general education teacher identify those class activities for which the student will need accommodations
- * preparing differentiated materials
- * monitoring student progress
- * maintaining contact with general education teacher
- * providing on-going support for the general education teacher

2. CM TEACHER SUPPORTS THE STUDENT BY:

- * providing study skills instruction when appropriate
- * conferencing with the student to provide feedback
- * guiding the student in problem-solving situations
- * encouraging and acknowledging success
- * providing opportunity to learn organizational skills
- * reteaching academic concepts and skills
- * creating a positive learning environment

Content Mastery: Special Education Instructional Aide Responsibilities

1. Assist the teacher with clerical operations (logs, etc.)
2. Assist the teacher in preparation of instructional materials
3. Assist in drill and practice instructional activities in small groups or individually, as directed by the teacher
4. Assist the teacher in the management of classroom materials, books, supplies, and equipment
5. Continue supporting the class while the special education teacher attends ARD/IEP meetings, or conferences with a parent or another teacher
6. Receive advice and suggestions from the special education teacher
7. Communicate frequently and freely with the special education teacher
8. Maintain confidentiality of all records
9. Perform other tasks and duties as assigned by the special education teacher

General Education Teacher Responsibilities

1. Direct delivery of instruction to the student
2. Provide the CM teacher with weekly lesson plans, worksheets and keys, copy of tests and keys, due dates of reports, projects, etc.
3. Keep the CM teacher informed of needed accommodations
4. Grade student's performance
5. Provide 3 week progress report and 6 week grade reports to the CM teacher
6. Encourage the CM students to use the CM center before and/or after school for additional instructional support as specified on the IEP
7. Refrain from sending students to CM center for disciplinary action
8. Communicate with CM teacher frequently

The underlying principles of CM are as follows:

- * Students with learning disabilities can learn and succeed in general classes with appropriate accommodations and support.
- * History, science, health, etc. should be taught by experts in these fields rather than by a special educator.
- * Experts in the field of learning disabilities agree that students with learning disabilities should be mainstreamed to the greatest extent possible.

INCLUSION - Service Delivery Model

Inclusion service delivery model allows the student to remain in the general education classroom without any pull-out services. The special education teacher is responsible for coordinating and collaborating with general education teacher to directly assist with the instruction of the lesson. With this model, it is critical to address the student needs appropriately in the ARD/IEP meeting and to delineate the exact amount of special education support time that will be provided daily or weekly in the specific subject area. The IEP must document special education support as required by PEIMS (code 40-Mainstream) a minimum of one time weekly.

Life Skills - Service Delivery Model

The Life Skills program, also commonly referred to as CBI (Community Based Instruction) has as its foundation the emphasis on functional academics and daily living skills. The ARD/IEP committee will individually determine the students with severe challenges who are appropriately served in a more restrictive placement such as Life Skills classes. These decisions are based on evaluation and development of the goals and objectives.

ECSE (Early Childhood Special Education) - Service Delivery Model

This program focuses on developmental areas and the goals and objectives determined appropriate by the ARD/IEP committee. If you are aware of a child who may have a need for services, please encourage the family to call the GCSSA office to refer the child. All districts have a ECSE program.

APE (Adapted Physical Education)

Physical education services, specially designed where necessary, will be provided as an integral part of the educational program of each student with disabilities. All decisions regarding APE and the goals/objectives for APE must be based on a current APE assessment.

Homebound

Homebound services are provided to special education students who are unable to attend school due to a medical reason. A physician must state that the student's medical condition will require absence of four consecutive weeks or as stated in local guidelines. Homebound or hospital bedside instruction may, as provided by local district policy, also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year as documented by a physician licensed to practice in the United States. For more information, contact your campus diagnostician or the special education office.

ABU (Adaptive Behavior Unit) - Service Delivery Model

The ABU program is for students with disabilities whose behavior interferes with his/her learning or the learning of others to such an extent that a specialized program in a more restrictive placement is necessary. This program continues to address academic needs while structuring the learning and behavior in order to make progress. The ARD committee will consider assessment and options tried and considered at the local campus prior to any decision for an ABU class. As always the assessment and the goals and objectives needed by the student will drive the ARD decision. Currently the ABU unit is located on the campus of White Oak High School.

ISS (In-School Suspension)

When a student with a disability is placed in the local campus ISS, the law requires the school keep up with the number of days the special education student is without instruction on the IEP goals and objectives or required modifications. When that count reaches a cumulative total of 10 school days (without special education instruction on the IEP), the campus must hold an ARD/IEP meeting. The ARD/IEP meeting must be scheduled with all Notices required in order to discuss possible actions: appropriateness of IEP, BIP, placement, etc.

Determine who on your campus is responsible for keeping track of this activity. If you are assigned to students who have behavioral difficulties, it is in your best interest to know your responsibilities. You may have information to document that during the cumulative total of 10 days in the ISS, the student was, in fact, receiving the appropriate modifications, accommodations and instruction on the IEP. In this case, the 10 days do not count as days toward a change of placement requiring an ARD/IEP meeting. Your documentation will be extremely important. For further information, contact your principal or the GCSSA support staff.

DAEP (Disciplinary Alternative Education Placement)

When a student with a disability has committed an infraction to be considered for DAEP placement, it is very important that the student's special education teacher be involved and remain involved. The student with a disability must continue the IEP goals and objectives regardless of the student's placement. As the student's special education teacher, you must be sure the goals and objectives follow the student and you should continue to check on the student's progress with the appropriate DAEP staff. The student will be returning to your campus at some future date. For specific questions, contact the GCSSA Office.

Content Mastery (Sign-In and Sign-Out)

Mo/Day/Yr _____

[illegible]

Content Mastery (Sign-In and Sign-Out)

School Year: _____

CMC Teacher: _____

Campus: _____

[illegible]

Content Mastery (Sign-In Sheet)

Mo/Day/Yr: _____ CMC Teacher: _____ Campus: _____

Student Name:		Math	Reading	Language	Spelling	Science	Social St.	Other:
	In							
	Out							
	Minutes							
	In							
	Out							
	Minutes							
	In							
	Out							
	Minutes							
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	Out							
	Minutes							

Content Mastery (Sign-In Sheet for Elementary CMC)

Student Name: _____ **ID#** _____ **Grade:** _____ **Year:** _____

Six Weeks: _____ CMC Teacher: _____ Campus: _____

ARD/IEP Weekly Contact Time: _____ Student Classroom Teacher's Name: _____

[illegible]

Content Mastery (Student Pass)

Student(s): _____

Teacher: _____

Time Leaving Class: _____

Assignment: _____

Time Needed Back: _____

Content Mastery (Student Pass)

Student(s): _____

Teacher: _____

Date: _____

Time Leaving Class: _____

Subject (circle): R L M SS Sc H

Assignment: _____

Student needs:

____ more guided practice

____ reteach

____ study for a test

____ read assignment or test

Time Needed Back: _____

CMC USE

Time Leaving CMC: _____

Teacher: _____

Provided: _____ very little assistance;

_____ some help; _____ much assistance.

Content Mastery (BACK TO CLASS PASS)

Student: _____

Teacher: _____

Date: _____

Time Leaving CMC: _____

____ Assignment Completed:

____ Work left in CM to finish:

____ Work being turned in by CM teacher:

____ Behavior in CM:

CONTENT MASTERY CENTER
Confidential Student Information
Support Time in CMC

Date: _____

To Classroom Teacher: _____

From CMC Teacher: _____

RE: Student: _____

The above student(s) have not completed the legally required amount of time with CM support based on ARD/IEP committee decisions. Please send the student(s) if you are doing any independent work in class. As always, I appreciate your help with this matter.

CONTENT MASTERY CENTER
Confidential Student Information
Support Time in CMC

Date: _____

To Classroom Teacher: _____

From CMC Teacher: _____

RE: Student: _____

The above student(s) have not completed the legally required amount of time with CM support based on ARD/IEP committee decisions. Please send the student(s) if you are doing any independent work in class. As always, I appreciate your help with this matter.

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Support Time in CMC

Date: _____

To Classroom Teacher: _____

From CMC Teacher: _____

RE: Student: _____

The above student(s) have not completed the legally required amount of time with CM support based on ARD/IEP committee decisions. Please send the student(s) if you are doing any independent work in class. As always, I appreciate your help with this matter.

CONTENT MASTERY CENTER

Confidential Student Information

**Students that MUST meet the required amount of time in the
Content Mastery Center based on ARD/IEP Committee decisions.**

From CMC Teacher: _____

Date (from – to): _____

(Type your campus teachers' names under appropriate grade level and leave space between each to write the student name(s) each week/month/six weeks as needed.)

GRADE 1

GRADE 4

GRADE 2

GRADE 5

GRADE 3

GRADE 6

Number of Students by Period

Period 8

[illegible]

Before School	1	2	3	4	5	6	7	TOTALS
Period 1								
2								
3								
4								
5								
6								
7								
8								
After								
TOTAL								

ACCOMMODATIONS IN THE GENERAL EDUCATION CLASSROOM

Presentation of Material

Break assignment into segments of shorter tasks.
Use concrete examples of concepts before teaching the abstract.
Relate information to the student's experiential base.
Reduce the number of concepts presented at one time.
Provide an overview of the lesson before beginning.
Monitor the student's comprehension of language used during instruction.
Schedule frequent, short conferences with your LD/ADHD students to check for comprehension.
Provide consistent review before introducing new information.
Allow students to obtain and report information utilizing: tape recorders, dictation, typewriters/computers, interviews, calculators, or fact sheets.
Highlight important concepts to be learned in text of material.
Monitor the rate at which material is presented.
Give additional presentations by varying the methods using repetition, simpler explanations, more examples and modeling.
Require verbal responses to indicate comprehension.
Give frequent reminders of homework assignments.
Provide clear, concise directions and concrete examples for homework assignments.
Assign tasks at an appropriate reading level.
Allow for the oral administration of tests.
Check assignment sheet for accuracy.

Modifying Time Demands

Increase time allowed for completion of tests or assignments.
Reduce the amount of work or length of tests.
Prioritize assignments and/or steps to completing assignments for the student.
Space short work periods with breaks/task changes.
Consistently follow a specific routine.
Alternate between quiet and active task.
Set time limits for specific task completion.

Accommodations in the Classroom Environment

Use study carrels.
Seat student in an area free of distractions.
Use preferential seating.
Allow the student to select his/her seating.
Help keep student's work area free of unnecessary materials.
Use checklists to help the student get organized.
Frequently check the organization of the student's notebook.
Monitor the student's use of an assignment sheet.
Check the assignment sheet for accuracy.
Provide opportunities for movement.

Dealing with Inappropriate Behavior

Provide clear and concise classroom expectations and consequences.
Consistently enforce rules.
Avoid the use of confrontational techniques.
Provide student with alternatives.
Designate a "cooling off" location within the classroom.
Assign activities that require some movement.
Use praise generously.
Avoid power struggles.
Ignore attention getting behavior for a short time.
Avoid criticizing the student publicly.
Communicate frequently with parents.
Monitor levels of tolerance and be mindful of signs of frustration.
Speak privately, without the audience of peers, to student about inappropriate behavior.

Organizational Problems

Provide an established daily routine.
Contract with student and use rewards for completion of contract.
Check the student's notebook to insure the use of dividers, assignment sheet, and calendar.
Provide due date on written assignments.
Provide a specific place for turning in completed assignments.

Modifying The Materials for Visual Motor Integration and Written Expression Problems

Allow for spelling errors.
Permit use of any "spellchecking" device.
Allow student to use either cursive or manuscript.
Set realistic, mutually agreed upon expectations for neatness.
Let student type, record, or give answers *orally* instead of writing.
Avoid pressures of speed and accuracy.
Provide copies of notes.
Reduce the amount of copying from text and board.
Accept key word responses instead of complete sentences.

Visual Processing Problems

Highlight information to be learned.
Keep written assignments and workspace free from extraneous and/or irrelevant distractors.
Provide clear and well-defined worksheet.
Go over visual tasks with student and make sure the student has a clear understanding of all parts of the assignment from the beginning.
Avoid having student copy from the board.
Have student verbalize instructions before beginning task.

Visual Processing Problems (cont.)

Avoid crowded, cluttered worksheets by utilizing techniques such as blocking (blocking assignments into smaller segments), cutting (cut worksheets into sections), folding (fold worksheets into sections), and/or highlighting, color coding or underlining.

Language Processing Problems

Give written directions to supplement verbal direction.

Slow the rate of presentations.

Paraphrase information.

Keep sentence structures simple.

Encourage feedback from student to check for understanding.

Familiarize student with any new vocabulary before beginning the lesson.

Reduce the amount of extraneous noise such as conversation, radio, TV, outside noises, etc.

Get the student's attention before expressing key points.

Ensure that the readability levels of the textbooks are commensurate with the student's language level.

Utilize manipulative, hands-on activities whenever possible.

Always demonstrate how new material relates to previously learned information.

Cue student by calling his/her name before asking questions.

Use of Groups and Peers

Use cooperative learning strategies as appropriate.

Assign a peer helper to check understanding of directions.

Assign a peer helper to read important directions and essential information.

Assign a peer tutor to record material dictated by the student.

(May wish to add list of all current TEA approved state assessment accommodations from the TEA manual)

www.tea.state.tx.us/student.assessment/accommodations/

Helping Focus Attention

Establish relevancy and purpose for learning by relating to previous experiences.

Shape approximations of desired behavior by providing direct reinforcement such as praise or immediate feedback of correct answers.

Seat student close to teacher.

Make a positive, personal comment every time the student shows any evidence of interest.

Make frequent checks for assignment progress/ completion. Give advance warning of when a transition is going to take place.

Use physical proximity and touch to help student refocus.

Assisting the Reluctant Starter

Give a personal cue to begin work.

Give work in smaller units.

Provide immediate reinforcers and feedback.

Make sure the appropriate books and materials are open to correct pages.

Introduce the assignment in sequential steps.

Check for student understanding of instructions.

Check on progress in the first few minutes of work.

Provide time suggestions for each task.

Provide a checklist for long, detailed tasks.

LEARNING STYLES

Much research has been done regarding learning styles, hemisphericity or analytical (left brain) and global (right brain) functioning. Included on the next few pages is information that may be of assistance as you work with students. For more information and possible workshop dates, contact your local Education Service Center.

What does the analytic (left brain) student look like in the classroom?

Independent
Works alone

Likes individual competition
Becomes deeply involved in what he/she is doing
Not concerned with personal experiences of teacher

Works step by step
One task at a time
One job at a time

Logical thinking
Learns through systematic plans
Thinks sequentially
Serious, systematic problem-solving
Critical, analytic reading/listening
Outlines rather than summarizes

Verbal
Responds to verbal instructions
Recognizes and remembers names
Words for meaning (rather than tone)
Remembers through language
Thinks in words, symbols

Concentrates on tasks at hand
Remembers details
Not easily distracted
Consistent with rules and assignments
Likes to organize assignments
Prefers options
Analyzes problem-then makes a decision
Prefers specific grading criteria
Does not mind criticism
Wants to know exactly what he/she did wrong
Does not like vague questions, such as "suppose"

Likely to say
Does spelling count?
Should I skip lines?
What are you looking for?
What comes first? second?
Please check my work before I turn it in.
Will this be on the test?

What does the global (right brain) student look like in the classroom?

Needs whole ideas before step-by-step
Reads overall idea, skipping details
Can work on several things at the same time
Writes whole paper before outline
Skips details
Often answers "it depends"
Reads for main ideas, overviews

Interested in team competition
Lets someone else go first
Likes working with others

Sees relationships
Understands things in context
Reads between the lines

Remembers images, pictures
Good at interpreting body language
Remembers faces not names
Likes fantasy, poetry, myths

Thrives on humor
Playful problem-solving
Motivated by having fun learning

Relates what is being taught to personal experiences
Needs praise
Distracted by facial expressions
Hard to take criticism, even constructive criticism
Feels better about accomplishments if rewarded, praised
Has strong emotional responses

Likely to say
Why are we doing this?
Not now-I'll do it later.
I need a break!
Don't touch the piles on my desk! I know where everything is.
Why does it really matter?
Let's start this project... and that one, too, ...
Why can't I skip around in the book?
I remember what he looked like, ...but not his name.
I'll come back to this later

Students / Teachers Learning Environmental Preferences

ANALYTIC (Left Brain)

Prefer quiet
Bright light
Formal room design (table/chair)
Learn alone
Auditory/visual
Tactile

GLOBAL (Right Brain)

Prefer sound
Low light
Informal room design
Learn in pairs/groups
Tactile/kinesthetic
Kinesthetic

Students / Teachers Other Characteristics

ANALYTIC (Left Brain)

files
details
outline first
words, symbols
words, for meaning
talking to self
logic defined
emotion reserved
one thing at a time
punctual
remembers names
realism

GLOBAL (Right Brain)

piles
big picture
outlines last
pictures, patterns
words, for tone
seeing clear pictures
logic undefined (intuition)
emotion expressed
juggles many projects
slinging gravel/late
remembers faces
fantasy

Learning Through Modalities

Learning style research and theory support that students learn best through a multi-sensory approach combining visual and tactile/kinesthetic input.

Students retain:

10 percent of what they read,
25 percent of what is heard,
30 percent of what they see,
50 percent of what they see and hear,
70 percent of what they say,
90 percent of what they say and do

SIMPLE LEARNING STYLE CHECKLIST

Place a check beside the activity which describes you best. The column with the greatest number of checkmarks best indicates your primary learning style.

Tactile - Kinesthetic

- ☐ Folds paper when told to make columns
- ☐ Rocks in chair
- ☐ Shakes leg
- ☐ Taps pen, pencil, etc.
- ☐ Reaches out to touch everything, people or things
- ☐ Grabs the doorframe to "fling" into a room
- ☐ Do not trust ears or eyes until thing is felt
- ☐ Is considered hyperactive
- ☐ Collects "things"
- ☐ Breaks up toothpicks, straws, wads napkin
- ☐ Takes things apart, put things together
- ☐ Takes lots of baths and showers
- ☐ Paces
- ☐ Talks fast, using hands
- ☐ Tends to Interrupt

Auditory

- ☐ Loves to talk
- ☐ Loves to listen
- ☐ Talks to self
- ☐ Reads aloud
- ☐ Uses finger to read
- ☐ Puts head near work

Auditory (cont.)

- ☐ Hoods eyes with hand
- ☐ Doesn't do well with charts and graphs
- ☐ Needs words to go with cartoon
- ☐ No visual or word recall
- ☐ Can't draw without something to copy
- ☐ Can't use maps, needs oral directions
- ☐ Uses jingles to learn things
- ☐ Doesn't do well with symbols
- ☐ Can't stand silences, needs to talk and needs you to talk

Visual

- ☐ Ignores auditory directions
- ☐ Ask for repeated directions
- ☐ Looks to see what others are doing
- ☐ Gets the words to a song wrong
- ☐ Turns the radio or T.V. up real loud
- ☐ Very good speller
- ☐ Writes lots of notes
- ☐ Watches speaker's mouth
- ☐ Goes off into another world when lectured to
- ☐ Does well with charts and graphs
- ☐ Needs maps, gets lost with oral direction

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Gregg County Shared Services Arrangement

Section III. ARD / IEP PROCESS

ARD / IEP COMMITTEE MEETING

All decisions regarding students with disabilities are made in the ARD/IEP committee meeting. Any changes in student goals, objectives, instructional placement, time in special education /general education or related services must be made in the ARD/IEP meeting. There is much detailed information regarding the ARD/IEP committee, required membership, etc. in the local Operating Guidelines© document which you have access to review.

STAAR (State of Texas Assessment of Academic Readiness)

The STAAR has replaced the Texas Assessment of Knowledge and Skills (TAKS), which has been in place since 2003. The STAAR will be used for five end-of-course assessments and the grades 3-8 assessments as mandated by HB 5. The new STAAR tests are significantly more rigorous than previous tests and measure a child's performance, as well as academic growth.

Information about special education assessments and accommodations for the State of Texas Assessments of Academic Readiness (STAAR) is and will be posted on the TEA website at <http://www.tea.state.tx.us/student.assessment/staar/>. The admission, review, and dismissal (ARD) committee determines which assessment is appropriate for each student based upon his/her individual needs. In order to make this decision, ARD committees must be familiar with the testing options available to students as well as what accommodations are available. In addition, ARD committees must be aware of how their decisions impact a student's academic future. The districts of Gregg County Special Education SSA will follow the ARD Manual and Accommodations Manual recommendations found online at TEA. The special education staff will receive current training on STAAR as changes develop.

- *See STAAR / TAKS / EOC chart on last page of this Section III.*

STAAR / District-Wide Assessments

Prior to any annual ARD/IEP meeting, particular attention to the Texas state assessment recommendations and your current student outcomes are necessary. Regardless of which state test the student takes, teachers should be familiar with the student's most recent test scores, areas of strengths and needs, benchmark testing and - CSR (Confidential Student Record). The ARD/IEP Committee determines the assessment that the student will take. Any accommodations must be allowable as well as being accommodations the student needs and receives throughout the school year. Please call and ask for assistance if you do not have training in this area or if you need additional support. Go to the TEA website for the most recent calendar for test administration.

Requirements for STAAR

<http://www.tea.state.tx.us/student.assessment/special-ed/>

STAAR information is constantly being updated on the TEA website and the testing coordinator at your campus will provide continuous training to teachers.

For the answer to numerous STAAR-Modified questions go to:

<http://www.tea.state.tx.us/student.assessment/special-ed/staarim/>

Students receiving special education services who have the most significant cognitive disabilities and are unable to participate in the other statewide assessments even with substantial accommodations and/or modifications will be assessed with STAAR-Alt. For the answer to numerous STAAR-Alt questions go to: <http://www.tea.state.tx.us/student.assessment/special-ed/staaralt/administering/>

STAAR-Alt Essence statements: <http://www.tea.state.tx.us/student.assessment/special-ed/staaralt/essence/>

Standards-Based Goals/Objectives Development

Special education teachers will use the TEKS objectives for development of appropriate goals and objectives. Based on progress from the previous goals/objectives, benchmark testing results and comparison to the CSR (Confidential Student Record) the student's strengths and areas of need or weaknesses will drive the decisions for goals/objectives. In certain instances, you may reference the essence statements designed specifically for a particular area such as Life Skills. For more information, see Section I. of this handbook.

General Education Teacher Involvement in the ARD

Special education teachers are responsible for assuring appropriate general education teachers have an opportunity to give input into the ARD/IEP Committee decisions for students in their classrooms. There are some forms enclosed in this section showing examples of how this can be done if a face to face meeting is not possible. The samples are from various schools and you may already have a system in place. If you do not currently have a system in place at your campus, you may choose to use one of the samples.

Transition Planning / IEP (Secondary)

The GCSSA Transition Specialist will assist in planning transition activities appropriate for students and their families. The Transition Planning /IEP supplement form is used at the secondary level to discuss the IEP goals and objectives that are related to the suggestions and decisions made while planning with the student about post secondary outcomes. An excellent resource for writing measureable goals is the National Secondary Transition Technical Assistance Center: www.nsttac.org/ . Because measureable goals are critical to indicator 13 in our State Performance Plan, be sure the Employment, Education and if appropriate, the Independent Living goals are written appropriately.

The district's Transition Planning/IEP supplement must be included in each annual ARD/IEP meeting for appropriate age students. Along with the GCSSA diagnostician, you are responsible for assuring the Transition Planning supplement is included annually in the discussion as goals and objectives are determined.

Manifestation Determination / FBA / BIP

Students with behavioral challenges may be required to have additional paperwork completed. As the special education teacher on the campus, be sure to gain knowledge of these unique areas. You may contact the local diagnostician or other GCSSA support staff. If a student has a BIP-Behavior Intervention Plan, you (or the student's designated case manager) are required to monitor and document progress as with any other IEP goals and objectives.

Extended School Year (ESY) Services

The GCSSA Operating Guidelines® have very detailed requirements for the ESY program. If you have students that you believe may be eligible for ESY, read the Operating Guidelines® in the ARD/IEP section. Be sure you are following state and local criteria. The Special Education teacher is required to assess regression during the first 8 weeks of instruction to determine the possible need for ESY services. The Special Education teacher must complete the form in Success Ed – Supplement Extended School Year (ESY) and provide to the diagnostician with Annual ARD paperwork.

POST ARD/IEP MEETING - TEACHER RESPONSIBILITIES:

GENERAL EDUCATION TEACHERS (samples in this section). There is additional information in Section IV of this Teacher Handbook.

(HB 1335) TEC § 29.001. The Texas Education Agency shall develop and implement a statewide plan with programmatic content that includes procedures designed to:

- (11) ensure that each district develops a process to be used by a teacher who instructs a student with a disability in a regular classroom setting:
 - (A) to request a review of the student's individualized education program;
 - (B) that provides for a timely district response to the teacher's request; and
 - (C) that provides for notification to the student's parent or legal guardian of that response.

Also see local Operating Guidelines for more information:

Opportunity for General Education Teachers to Request Assistance:

The immediate person for support to the general education teacher is the campus special education teacher. Special educators are in a collaborative role to problem solve any difficulties the special education student may be having in the general class. The ARD/IEP form designates a person responsible for coordination of monitoring the student and this is typically assigned to the special education teacher. Special Education teacher responsibilities to ensure participation of the general education teacher include:

- A. sending a memo/form to inform the teachers of your planning period and request some time to discuss the special education students in their room,*
- B. providing relevant sections of the student's current IEP, such as goals and objectives, accommodations, BIP and adaptations to all teachers that provide instruction to a student with disabilities,*
- C. offering conferences before or after school to discuss the current or proposed IEP of specific students... conferences may be used to discuss grading, homework; clarify student abilities and needs based on evaluation; discuss test accommodations for the teacher to use; or to*

suggest a behavioral strategy that may work for the student or review the behavioral intervention plan, if appropriate; etc.

- D. special education teacher must inform the parent or guardian of any request by a general education teacher to review the IEP and the results of that discussion if a formal IEP meeting is not held. Maintain documentation of parent discussion and date in the student folder.*

IEP DOCUMENTATION

As the student's special education teacher, you are responsible for providing instruction on the goals and objectives and documenting progress on the IEP. You will also prepare and present at the next annual ARD/IEP meeting the following:

- the completed IEP, with progress documentation each 6 (or 9) weeks, and
- the new proposed standards based IEP you plan to implement for the upcoming year. New goals and objectives are to be drafted at least 2 weeks prior to Annual ARD meeting so that they can be sent with the ARD notice to allow parents time or preview your proposed goals and objectives.

PROGRESS REPORTS

You are responsible for informing the parents every six/nine weeks of the progress on the IEP goals (in the same timely manner as those students in general education). This includes progress on speech goals, related service goals, behavioral goals, etc. Proper updating using the IEP software program will allow you to print this report each six weeks (or nine weeks if this is your campus reporting schedule).

OTHER SUPPORT:

RELATED SERVICES; COUNSELING; APE (Adapted Physical Education); and ASSISTIVE TECHNOLOGY

Each of the above services are available through the GCSSA. Each service requires evaluation in the specific area. Contact your local campus diagnostician or the special education office for appropriate procedures if you feel you have identified a student with any of the above needs. An ARD/IEP committee will need to review existing evaluation data and plan any additional assessment.

**ADMISSION, REVIEW, AND DISMISSAL (ARD) /
INDIVIDUAL EDUCATION PROGRAM (IEP) COMMITTEE MEETING**

AGENDA
(sample)

- ___ Required Members are Present (LPAC, Interpreter, AI/VI, CTE, etc.)
- ___ Introduction and Statement of Purpose of the ARD: (provide parent/student a copy of the ARD/IEP papers to follow along or project on wall)
(for student led IEP meetings, the student may introduce everyone and state purpose-prepare student in advance by practicing... Student can then share about his/her disability, strengths, where student needs assistance, accommodations.)
If age appropriate, the Post Secondary Goals for training and employment, etc. should lead the IEP Committee discussion and decisions once the student's eligibility is established.
- ___ Review of Evaluation Data: Formal/Informal
- Include Parent / Adult Student input in this and each section
 - Include review of progress on previous year's completed goals and objectives
(may hold this discussion until just prior to discussing new draft goals)
 - Planning of any additional evaluations needed if appropriate
- ___ Determination of the Student's Eligibility as a Student with a Disability and determine educational need for services
- ___ Determine Present Level of Academic Achievement and Functional Performance (PLAAFP)
- Academic/Developmental
 - Include Physical, Behavioral, Prevocational
- ___ Accommodations Needed / Supplementary Aids and Services
- ___ Review Progress on Previous Goals and Objectives (Discuss New Proposed Draft Goals/Objectives)

___ State and / or District-wide Testing: TAKS / STAAR / EOC

___ Placement in Least Restrictive Environment (LRE) to meet student needs

- Participation in Extracurricular Activities
- Least Restrictive Environment (Schedule of Services)
- Related Services or Supplementary Aids and Services

___ Assurances and any Additional Supplement forms if required

___ Minutes, Agreement, Adjourn -- Principal

ARD/IEP MEETING SCHEDULE

"Confidential List of Students"

Date:	Time:	Location:	Student Name:	Personnel Required:

Student ID	Student Name	Age	Date of Birth	Gender
123456789	[REDACTED]	17	01/02/2003	F
Academic Year	Current Campus			Grade
2019-20	Sabine Elementary School			06
Date	Teacher's Name	Subject		
7/7/2020	Avera-Tullberg, Sallie	Basic Math		

Teacher Input

Instructional Rating

Rate this student's academic performance in relation to other students of the same AGE. For each skill, mark:

1= Poor 2=Below Average 3=Average 4=Above Average 5=Superior N=Not observed

	1	2	3	4	5	N		1	2	3	4	5	N
Reading Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows oral directions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Follows written directions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Organizational skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interaction with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

Behavioral Rating

Rate this student's behavior in relation to other students of the same AGE. For each behavior, mark:

1= Poor 2=Below Average 3=Average 4=Above Average 5=Superior N=Not observed

	1	2	3	4	5	N
Generally cooperates or complies with teacher requests.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts to new situations without getting upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts responsibility for own actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes and keeps friends at school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works cooperatively with others.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has an even, usually happy, disposition.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate attention and concentration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compliance with teacher directives	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brings necessary materials to class	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sits still and controls body movement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes tasks on time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on task, is easily redirected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remains seated	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes turns, waits for turn	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What have you done in your classroom to meet [REDACTED]'s educational/behavioral needs?

Preferential seating

Math chart for multiplication

Oral tests

What were the results of these efforts?

[REDACTED] appears to stay on task when she is seated closer to the teacher

[REDACTED] is more successful following the order of operations when she uses her math chart

[REDACTED] is reluctant to have her tests read to her

What is [REDACTED]'s current grade in class?

73

If [REDACTED] is failing a class, what assignments, test or projects are problematic?

NA

Principal Signature: _____

General Education Teacher Input

Student: _____

Grade: _____

Teacher: _____

Date: _____

Date of ARD/IEP meeting: _____

Purpose of ARD/IEP meeting: _____

Current Instructional Placement:

CMC: _____

Resource: _____

Other: _____

Behaviors (i.e.: turns in homework, late to class, frequent absence, participates in classroom discussions, etc.):

Concerns:

Strengths:

State Assessment: STAAR / State Developed Alternative Assessment Information:

Return to: _____ No later than: _____
Room: _____

General Education Teacher Input

"Confidential Student Information"

Date: _____
To: _____ Subject: _____

ARD/IEP Committee Meeting -Teacher Worksheet

An ARD/IEP meeting is scheduled for _____ at
_____ on _____ in the conference room, for the
purpose of _____.

Please attend this ARD/IEP meeting. Your professional input is greatly
appreciated. You may use the space provided to share your student's progress and
any concerns you may have. Return this form to _____
no later than _____.

Thank you,

Progress / Strengths / Concerns / Comments:

Attitude: _____ Excellent; _____ Good; _____ Fair; _____ Poor
Comments:

Class Participation: _____ Excellent; _____ Good; _____ Fair; _____ Poor

Comments:

Work Completion: _____Excellent; _____Good; _____Fair; _____Poor

Comments:

Six Weeks Grades: 1st____; 2nd____; 3rd____; 4th____; 5th____; 6th____

General Education Teacher Acknowledgement of Receipt

(Special Education Student's IEP / Accommodations)

(use 1 sheet per teacher)

Campus: _____

Teacher Name: _____

Subject or Grade Level: _____

List Students Below:

	<u>INITIAL</u> <u>DATE</u>	<u>INITIAL</u> <u>DATE</u>	<u>INITIAL</u> <u>DATE</u>	<u>INITIAL</u> <u>DATE</u>	<u>INITIAL</u> <u>DATE</u>	<u>INITIAL</u> <u>DATE</u>
1.	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
2.	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
3.	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
4.	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
5.	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
6.	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
7.	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____

8.

General Education Teacher Acknowledgement of Receipt
(Special Education Student's IEP / Accommodations)

DISTRICT: _____

CAMPUS: _____

STUDENT NAME: _____

TEACHER NAME: _____

SUBJECT TAUGHT: _____

I am in receipt of the following sections of the above named student's current IEP:

____ **Goals and objectives**

____ **Accommodations Addendum**

____ **BIP (Behavior Intervention Plan)**

____ **Other:** _____

I understand that if I have need of assistance or information regarding the implementation of the student's current IEP/accommodations/Behavior Intervention Plan, I can contact the special education teacher and/or educational diagnostician.

Signature: _____ Date: _____

Verification of Receipt

☐ Current IEP
☐ Instructional Accommodations/Modifications

I acknowledge that I have received the instructional modifications and / or the current IEP as designated by the ARD/IEP Committee for the school year.

I also acknowledge that I understand that teachers in general education are required to modify the general education program as determined by the ARD/IEP Committee.

If I need clarification or if I have any questions relating to this student's disability, educational program, or ability, I can contact the special education teacher listed below.

Other:

Signature of General Education Teacher: _____ Date: _____

Signature of Special Education Teacher: _____ Date: _____

Fall _____ Spring _____

Campus: _____

Teacher Name: _____
Class Period / Time: _____

[illegible]

State Assessment Overview

<ul style="list-style-type: none">● 3-8 mathematics● 3-8 reading● 4 and 7 writing● 5 and 8 science● 8 social studies	<ul style="list-style-type: none">● English I, English II● Algebra I● Biology,● U.S. History <p>Graduation requirement for students entering 9th grade in the 2013-2014 school year</p>
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Taken from: www.tea.state.tx.us/student-assessment/staar/

**Gregg County Shared Services Arrangement
Special Education Teacher Handbook**

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Gregg County Shared Services Arrangement

Section IV. CLASSROOM MANAGEMENT

MONTHLY CHECKLIST OF SP. ED. TEACHER RESPONSIBILITIES

AUGUST

- ☐ 1. Locate student folders and organize IEPs and accommodation sheets for assigned students (including BIPs and BIP/IEPs if a student has one). Review IEPs, student work, and determine dates for campus benchmark testing.
- ☐ 2. Obtain copy of the student's CSR-Confidential Student Record and begin to analyze strengths and weaknesses (Present Levels of Academic Achievement and Functional Performance-PLAAFP). Compare to the IEP goals and objectives for correlation to ensure maximum support of student success. Ask for assistance if needed in developing standards based IEPs.
- ☐ 2. Obtain student schedules/lists to know which general education teachers have your students.
- ☐ 3. Provide copies of accommodation sheets and appropriate goals and objectives to the general education teachers. Obtain some type of documentation that general education teachers have received information on their students - *samples are provided*).
- ☐ 4. CM Teachers: organize sign-in sheets for students, etc. and determine necessary materials needed for your class
- ☐ 5. Resource Teachers: determine location of math materials, student work, and lesson books to prepare first lessons. Order materials, if needed, for math, language arts, behavioral program.
- ☐ 6. Determine if ESY regression/recoupment data is needed to be documented for select students.
- ☐ 7. Meet with speech pathologist and diagnostician to plan for students with upcoming annual ARDs due on or before the exact month/day from last year's annual ARD. Use benchmark testing, CSR and other data to develop draft IEP for the ARD.
- ☐ 8. Work with your campus diagnostician to determine students whose 3-year reevaluation is the following year and what Pre-assessment ARD information is needed and if a Full and Individual Evaluation will be recommended for the 3 year re-evaluation to be discussed during the annual ARD. If it is time for the annual ARD to discuss the re-evaluation or any other additional evaluations - the Notice of ARD form must indicate this as a purpose when it is completed and sent home.
- ☐ 9. Begin the annual ARD process for required students (support provided by diag. or one of the returning special education teachers -see checklist below for "EVERY ARD MEETING").
- ☐ 10. Ask your principal which person on your campus is designated to keep track of the "discipline" days of removal that count toward a required ARD to discuss Change of Placement.
- ☐ 11. The appropriate person determines the students needing transition planning/goals at the annual ARD. In addition, determine the appropriate annual ARD meetings that the Notice of ARD must denote transition planning will be discussed.

An appropriate person should be scheduled to meet with each student individually prior to the ARD to review transition supplement and postsecondary goal statements to present to ARD.

- ___ 12. Schedule to attend IEP software training provided by the GCSSA.

EVERY SIX/NINE WEEKS

- ___ 1. Document progress on the teacher copy of the IEP goals and objectives at the end of the first six/nine weeks reporting period and each subsequent reporting period throughout the year.
- ___ 2. Progress reports on the students' IEP goals are to be sent to parents at the end of the same reporting period as the general education students. (in addition to any report cards sent)
- ___ 3. Progress reports on the students' BIP emotional/social goals are to be sent to parents at the end of the same reporting period as the general education students.
- ___ 4. Keep a copy of the progress reports that you send home in your teacher/student work folder.
- ___ 5. CAUTION: Be sure that you carefully complete all of the information on the header of the IEP goals and objectives page.
- ___ * Discuss with campus principal and call GCSSA if questions.

BRING TO EVERY ANNUAL ARD MEETING

- ___ 1. Current IEP with progress marked every six/nine weeks on the IEP (review in the annual ARD)
- ___ 2. New draft proposed IEP goals/objectives to present for ARD approval for the upcoming year
- ___ 3. Results of the student's state assessment. Bring copies of any benchmark tests completed or teacher information to assist with decision making.
- ___ 4. Copy of the student report cards and attendance / office referral/behavioral information
- ___ 5. HS - bring the Academic Achievement Record from the counselor's office.
- ___ 6. HS - bring student preparation of Transition Planning form for selection of Post-secondary goals

SEPTEMBER

- ___ 1. Submit a classroom schedule using the form in this handbook or the local campus form.
Your form must include the following information: number of periods per day, the time of each period, the subject taught per period, the number of students per period, and whether or not you have an aide that period. The planning period and lunchtime is also required.
- ___ 2. Verify that the student's ARD/IEP instructional arrangement schedule page matches their assigned class schedule (*errors are often made and must be caught very early in the year*).
- ___ 3. Begin to test for ESY regression. See information regarding ways to check for regression that has been sent by the special education director.

OCTOBER

- ___ 1. Complete the form entitled "Supplement – Extended School Year (ESY)" by the end of the second week in October. The documentation will be available in Success Ed and should be presented at Annual ARD meeting.

- ___ 2. Make sure that the student's schedule is consistent with the instructional arrangement that is listed on the ARD document in preparation for PEIMS Snap Shot day (last Friday in October).

JANUARY

- ___ 1. Set up collaboration time with the special education teachers in your district at the other campuses where your students may be attending the next school year.
- ___ 2. After winter break, if you have a student that you are considering for ESY, document any regression and the recoupment on critical skill goals and objectives.
- ___ 3. HS – begin review of exiting Seniors for documentation of: connection to adult service agencies, post school training, employment, etc. Document on appropriate form for the special education office.

MARCH

- ___ 1. After Spring Break, if you have a student that you are considering for ESY, document any regression and the recoupment on critical skill goals and objectives.

APRIL

- ___ 1. Place your order for reading materials and/or math materials with your campus principal so they will be available at the beginning of the school year.
- ___ 2. Meet with supervisor / principal and request any other materials necessary for the beginning of the school year.
- ___ 3. For graduating students that you case manage, be sure the Summary of Performance has been completed for those required.

MAY

- ___ 1. Even if you plan to return as a teacher next school year, important information should be boxed up and clearly marked.
- ___ 2. Collect from the general education teachers the copies of accommodation sheets and appropriate goals and objectives that were given to them throughout the school year. This will allow you to provide the same information on returning students in the fall.
___ If you are not returning to GCSSA as a teacher next year, place the folders collected with the other stored items in a box clearly marked for next year's teacher.
- ___ 3. **VERY IMPORTANT:**
Turn in your Teacher Handbook to your diagnostician at the end of the school year. The Handbook will be updated in the summer and reissued at the beginning of each school year.

Gregg County Shared Services Arrangement

Section IV. CLASSROOM MANAGEMENT

CONFIDENTIALITY

The GCSSA member schools are required to provide training to all campus staff regarding the confidentiality of student records. As the special education teacher, you are also required to use good judgment in the storage and disclosure of personally identifiable information. Each student working folder in your room should include an access sheet which may be obtained from the campus principal, the diagnostician assigned to your building or by calling the GCSSA.

COORDINATE WITH GENERAL EDUCATION

As the special education teacher on the campus, you are responsible for assisting the general education teachers in support of your students with disabilities. This was discussed previously in the ARD/IEP Section III. Coordination requirements are also discussed in great detail in the Operating Guidelines. You should coordinate with the appropriate general education teachers (at a minimum) for the following:

- ___ 1. copies of the accommodations and goals and objectives, as appropriate
- ___ 2. assistance required with modifications and accommodations
- ___ 3. copies of the BIP and BIP/IEP as appropriate
- ___ 4. request for input regarding the IEP of students scheduled for ARD/IEP meetings
- ___ 5. student progress and documentation (ideas for general ed. teacher on how to document they are accommodating as required)

LESSON PLANS

Each local campus principal will inform the special education teachers of the requirements for lesson plans.

CLASSROOM SCHEDULES

Each special education teacher will submit a classroom schedule to the GCSSA no later than the date assigned in a memo from the special education director. The schedule will list number of periods per day, the time of each period, the subject taught per period, the number of students per period, and whether or not you have an aide that period. The conference period and lunchtime is also needed. The GCSSA has used the schedule in the past to assist teachers' student loads, plan for visits during planning periods. etc. (sample included in this section).

ROLE OF INSTRUCTIONAL ASSISTANT

If you have an instructional assistant assigned to your classroom, please keep in mind that you are the person responsible for the instruction of the student. The instructional assistant is an extremely valuable person and may assist you with instructional support but in no means should be held responsible for the instructional program, development of the goals and objectives or reporting progress to parents. Your campus administrator will train the instructional assistant as well as the entire campus staff regarding confidentiality of student information.

BEHAVIOR MANAGEMENT / DISCIPLINE

As the special education teacher, you may often be called upon as the expert on your campus for behavior management issues. State rules regarding Time-out, Restraint and Seclusion require training. The GCSSA will provide additional assistance and training if requested in this area. Contact the GCSSA Special Education Director or your school psychologist to determine the expert on your campus.

MISCELLANEOUS

Video Taping: Any taping or pictures of students with disabilities in your class requires parental permission. Request a photo permission form from your campus principal.

Use of CDs/movies:

GCSSA does not support the viewing of video tapes during classroom instructional time. Any use of CDs/movies must be approved by the local campus principal and be supported by the student's IEP goals and objectives tied to the TEKS instruction.

CBI:

The secondary LIFE SKILLS classes many times participate in CBI (Community-Based Instruction) which is planned instruction in real environments based on the IEP goals and objectives. This CBI instruction must be approved by the GCSSA Special Education Director. CBI instruction must be consistent, structured, monitored, and on-going instruction with the purpose to master the IEP goals and objectives which can only be accomplished through a real hands-on experience. Appropriate agreement forms must be completed between the business owner and the school for this continuous on the job site training.

Field Trips:

A field trip is considered a one-time trip for exposure, recreation, and fun. Field trips must be approved by the local campus principal and should not exceed the local district's policy on field trips. Field trips must be tied to student IEP goals and objectives and must be instructionally relevant.

Gregg County Shared Services Arrangement Special Education Teacher Class Schedule

Campus: _____

Name of Teacher: _____

Date Submitted: _____

1. Copy before writing on original.
2. Include lunch / conference time.
3. Resubmit if any significant changes.

MONDAY

	Time From / to	Subject(s)	# of students / # instructional assistant(s)
Period 1	_____ / _____	_____	_____ / _____
Period 2	_____ / _____	_____	_____ / _____
Period 3	_____ / _____	_____	_____ / _____
Period 4	_____ / _____	_____	_____ / _____
Period 5	_____ / _____	_____	_____ / _____
Period 6	_____ / _____	_____	_____ / _____
Period 7	_____ / _____	_____	_____ / _____
Period 8	_____ / _____	_____	_____ / _____

TUESDAY

	Time From / to	Subject(s)	# of students / # instructional assistant(s)
Period 1	_____ / _____	_____	_____ / _____
Period 2	_____ / _____	_____	_____ / _____
Period 3	_____ / _____	_____	_____ / _____
Period 4	_____ / _____	_____	_____ / _____
Period 5	_____ / _____	_____	_____ / _____
Period 6	_____ / _____	_____	_____ / _____
Period 7	_____ / _____	_____	_____ / _____
Period 8	_____ / _____	_____	_____ / _____

Teacher Schedule (page 2 of 2)

Campus: _____

Name of Teacher: _____

WEDNESDAY

	Time From / to	Subject(s)	# of students / # instructional assistant(s)
Period 1	_____ / _____	_____	_____ / _____
Period 2	_____ / _____	_____	_____ / _____
Period 3	_____ / _____	_____	_____ / _____
Period 4	_____ / _____	_____	_____ / _____
Period 5	_____ / _____	_____	_____ / _____
Period 6	_____ / _____	_____	_____ / _____
Period 7	_____ / _____	_____	_____ / _____
Period 8	_____ / _____	_____	_____ / _____

THURSDAY

	Time From / to	Subject(s)	# of students / # instructional assistant(s)
Period 1	_____ / _____	_____	_____ / _____
Period 2	_____ / _____	_____	_____ / _____
Period 3	_____ / _____	_____	_____ / _____
Period 4	_____ / _____	_____	_____ / _____
Period 5	_____ / _____	_____	_____ / _____
Period 6	_____ / _____	_____	_____ / _____
Period 7	_____ / _____	_____	_____ / _____
Period 8	_____ / _____	_____	_____ / _____

FRIDAY

	Time From / to	Subject(s)	# of students / # instructional assistant(s)
Period 1	_____ / _____	_____	_____ / _____
Period 2	_____ / _____	_____	_____ / _____
Period 3	_____ / _____	_____	_____ / _____
Period 4	_____ / _____	_____	_____ / _____
Period 5	_____ / _____	_____	_____ / _____
Period 6	_____ / _____	_____	_____ / _____
Period 7	_____ / _____	_____	_____ / _____

Period 8 _____ / _____ / _____

Student Name: _____ Date: _____ Class: _____

MASTER ASSIGNMENT SHEET

Monday	Assignment:	Due Date	√	Grade
Tuesday	Assignment:	Due Date	√	Grade
Wednesday	Assignment:	Due Date	√	Grade
Thursday	Assignment:	Due Date	√	Grade
Friday	Assignment:	Due Date	√	Grade

CHARTING – SKILL ACQUISITION

Key: I = Independent; V = Verbal Prompt; M = Model; P = Physical Assistance

Document the Date & Number of Trials Attempted in each block.

(example: 8-30 is the date and under the date write trials, example: 4/10 = 4 trials correct of 10 attempted on task)

School Year: _____

[illegible]

Teacher Name: _____

Student Name: _____

POINT SHEET

Student Name: _____

Week of: _____

Teacher Name: _____

Subject: _____

My total points per day personal goal is: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
On Task					
Follows Rules					
Follows directions/ requests					
Completes Assignments					
Personal Goal:					
TOTAL:					

Total Possible Points per Day = _____ points

Total Points Achieved for the Week: _____

SIX WEEK TRACKING SHEET STUDENT PROGRESS

Student Name: _____

Beginning Date: _____

FALL SEMESTER

Periods:	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
Subject							
Teacher							
3 weeks							
1 st 6 weeks							
3 weeks							
2 nd 6 weeks							
3 weeks							
3 rd 6 weeks							
Final Exam							
Absences							
Semester							

SPRING SEMESTER

Periods:	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
Subject							
Teacher							
3 weeks							
1 st 6 weeks							
3 weeks							
2 nd 6 weeks							
3 weeks							
3 rd 6 weeks							
Final Exam							
Absences							
Semester							
FINAL CREDITS							

MW = missing daily work
MQ = missing quiz or test

Abs = excessive absences
NG = no grades

I = incomplete
NE = no effort made in class/tutorials

FAILURE ANALYSIS FORM Content Mastery Center

STUDENT: _____ COURSE: _____ GRADE: _____

Please check the appropriate space indicating the student's grade and reason(s) for failure:

	GRADE	CODE
FIRST SIX WEEKS	_____	_____
SECOND SIX WEEKS	_____	_____
THIRD SIX WEEKS	_____	_____
FOURTH SIX WEEKS	_____	_____
FIFTH SIX WEEKS	_____	_____
SIXTH SIX WEEKS	_____	_____

CODE FOR ANALYSIS OF FAILURE:

- | | |
|----------------------------------------------|-----------------------------------------------|
| 1. Excessive absences | 9. Student apathy |
| 2. Non-completion of assignments | 10. Limited ability of student |
| 3. Low test grades | 11. School/job conflict |
| 4. Non-utilization of CM | 12. Ineffective techniques/materials |
| 5. Inappropriate course placement | 13. Not bringing materials to class |
| 6. Inappropriate class/level | 14. Entered Sp. Ed. too late to affect grades |
| 7. Inattentiveness | 15. Other |
| 8. Lack of participation in class activities | |

AFTER REVIEW OF THE ARD/IEP SCHEDULE PAGE TO DETERMINE IF SERVICES ARE IMPLEMENTED AS APPROVED.... IT HAS BEEN DETERMINED THE STUDENT WHO IS FAILING YOUR CLASS IS TO ATTEND THE CMC AT LEAST _____ TIME PER WEEK.

SPECIAL EDUCATION FAILURE DOCUMENTATION FORM

STUDENT: _____ SUBJECT: _____

TEACHER: _____ CURRENT GRADE: _____

SIX WEEKS (circle): 1 2 3 4 5 6

Date of Parental Contact: _____

Person Contacted: _____

Method of Contact:

- _____ in person (conference)
- _____ telephone conversation
- _____ written (attach copy of letter)

REASON FOR FAILURE:

- _____ Excessive Absences
- _____ Missing Papers: # _____
- _____ Lack of Effort
- _____ Low Test Grades
- _____ Insufficient Accommodations (ARD/IEP meeting will be scheduled)

NOTES: _____

Signatures indicate agreement in regard to reasons for the failure.

Teacher: _____

Student: _____

Parent: _____

(if in attendance)

**Gregg County Shared Services Arrangement
Parent Contact Record**

STUDENT: _____

CAMPUS: _____

DATE	PERSON MAKING CONTACT	METHOD OF COMMUNICATION	PURPOSE OF CONTACT