

## ***Special Education Services in LISD***

LISD will strive to ensure that special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily. LISD will provide a continuum of services ranging from full time placement in general education classrooms to self-contained special education classrooms.

LISD shall provide services with qualified special education personnel in order to meet the special needs of students with disabilities in accordance with Federal Regulations 34 CFR §300.550-554.

Placement supports and services are based on the individual needs of the student and are determined by the Admission, Review and Dismissal Committee. The following is a description of services provided in LISD:

### ***Mainstream***

This instructional arrangement/setting is for providing special education and related services to a student in the general classroom, in accordance with the student's IEP. Qualified special education personnel must be involved in the implementation of the student's IEP through the provision of direct, indirect, and/or support services to the student, and/or the student's general classroom teacher(s) necessary to enrich the general classroom and enable student success.

In LISD, the student's IEP must specify the services that will be provided by qualified special education personnel to enable the student to appropriately progress in the general education curriculum and/or appropriately advance in achieving the goals set out in the student's IEP. Special education paraprofessionals may be utilized to provide these services under the supervision of a certified teacher.

Students' level of support needed in the general education classroom varies according to the individual or unique needs of the student. A student in a mainstreamed setting may or may not have specific goals and objectives which address their unique needs in order for them to access grade level TEKS. LISD will provide a continuum of support services within the general education classroom.

### ***Support Opportunities For Students (SOS)***

There are two underlying principles of the service that are essential to its success.

1. Students can learn and succeed in the mainstream with appropriate accommodations and support.
2. Students receiving SOS must receive some service(s) outside the general education classroom but may also receive instructional supports in the general education classroom. The amount of pull-out time must be designated on the schedule of

services.

SOS must be indicated on a student's IEP on the schedule of services. This is a problem solving model, constantly analyzing student performance in the general education classroom. The SOS teacher works with the general education teacher to assist the student with skills that are necessary to be successful in the general education classroom.

SOS teachers are proactive - obtaining lesson plans, materials, etc. ahead of time to plan a quality support system for both the general education teacher and the student.

SOS offers a wide variety of supports and/or services to the general education classroom teacher, while providing the necessary supports and services for students to master curriculum objectives.

SOS services include, but are not restricted to, the following:

- a. direct skill instruction
- b. adapted test administration
- c. assistance with assignments
- d. study groups for exams
- e. problem solving/consultation with general education teacher
- f. monitoring student progress and placement
- g. aiding in student organization/study skills/test taking skills
- h. modified or supplementary materials or alternative teaching approaches

SOS can be provided in a variety of settings including but not limited to:

- a. General education classroom
- b. Testing centers
- c. Special education classroom

Special education students may benefit from SOS in the following situations:

1. Consistently low grades - if a student's grades are consistently low in a subject (70s and below).
2. Difficulty maintaining organization, tracking and/or completion of assigned tasks
3. Gaps in student skills - if the general education teacher and special education teacher determine that a student is missing vital prerequisite skills for a lesson, then the student may need pre-teaching.
4. Support following absences affecting academic progress.

### ***Resource***

Each school in the LISD will have resource instruction where special education services are provided for students with disabilities.

Resource services should be intensive, accelerated instruction aligned with the student's enrolled grade level TEKS.

Students who receive resource instruction spend a majority of the time in the general education

setting.

**As a general guideline**, resource may be appropriate for students functioning at least two instructional levels below grade placement in elementary, and at least three instructional levels below grade placement at the secondary level.

The student's instructional level is measured by two or more of the following:

- CLASS testing
- Benchmark testing
- DRA/TPRI testing
- Teacher data
- Gates McGinty
- Other criterion referenced or norm referenced measures

Instruction in the resource setting is individualized based upon the student's IEP goals and objectives and is linked to the student's **enrolled grade level TEKS**.

- a. Resource instruction may be provided in the areas of language arts, math and reading. Additional subject areas for resource pull out instruction must be approved by the Special Ed Department.
- b. Resource teachers should use general education materials, curriculum guides, text books and/or other approved research based materials modified to meet student's need. Pacing and instructional strategies will vary based upon student need.
- c. Resource instruction at the elementary level should be targeted to remediate skill deficits not replace core content instruction.

### ***Life Skills***

Life Skills classes are designed to provide a structured instructional program for students whose functional and academic needs cannot be met in other settings.

Students will participate in the general education classroom or in general education activities to the maximum extent possible to meet their academic, social/emotional and vocational needs. IEP goals and objectives will be developed in order for students to access grade level TEKS.

### ***Academic Life Skills (ALS)***

Academic Life Skills instruction focuses on the following:

1. Assisting each student in experiencing success in academic and/or elective subjects at his/her ability level. Students in Academic Life Skills classes exhibit significant academic needs which are pervasive in all areas. These needs cannot be met in the resource setting.
2. Assisting each student in securing functional/self-help, vocational and job-related skills as appropriate.
3. Assisting each student in obtaining socialization skills to be used in daily and community living.
4. Increasing skills that lead to independence within the community.

## ***Academic and Vocational (HS/MS)/Prevocational (Elem) Life Skills (AVLS)***

Academic and Vocational/Prevocational classes provide a more intensive functional-based instruction in areas of academics, self-help, vocational, socialization, and daily and community living that promote independence. Instruction in this setting includes components of both the academic life skills and functional life skills programs that focus on vocational and prevocational development.

Life Skills instruction focuses on the following:

1. Assisting each student in experiencing success in academic and/or elective subjects at his/her ability level, integrating academic instruction into meaningful age-appropriate functional activities.
2. Assisting each student in securing functional/self-help, vocational and job-related skills as appropriate.
3. Assisting each student in obtaining socialization skills to be used in daily and community living.
4. Increasing skills that lead to independence within the community.

## ***Functional Life Skills (FLS)***

Functional Life Skills classes are designed to provide instruction for students whose educational needs cannot be met in other settings. Students have severe to profound delays in the area of cognition and are generally non-ambulatory and/or medically fragile.

Educational programs emphasize basic life skills with the integration of functional prerequisite academics. An integrated IEP may be developed to ensure coordination of services. The focus of instruction in Functional Life Skills classes is:

1. The establishment of skills in tolerating environments, choice making, visual and/or auditory stimulation, and the use of appropriate forms of communication.
2. The building of independence in daily living skills, social interactions, emotional development and recreation/leisure activities.
3. The building of tolerance in fine and gross motor development and environmental awareness.
4. The provision of assistive technology as a necessary related service/accommodation for students in order to meet individual educational goals.
5. The provision of positive behavioral supports and interventions when needed.
6. Training in vocational/pre-vocational skill areas when determined by the ARD committee to be appropriate for secondary students.

## ***Preschool Programs for Children with Disabilities (PPCD) –***

PPCD is a program for students with disabilities ages 3, 4 and some 5 year olds. These classes are designed to provide instruction for students with delays in cognition, communication, psychomotor, self-care and social-emotional areas.

To qualify for PPCD, a student must exhibit a severe delay in one or more areas, or a moderate delay in two or more areas.

Options for the PPCD program include self-contained (with peer models), Co-teaching/blended classrooms, and kindergarten with Special Education support.

Instruction is based on the PreK Curriculum requirements of TEA which are addressed for students' individual needs. Areas addressed are:

- a. Language and Early Literacy
- b. Mathematics
  
- c. Science
- d. Social Studies
- e. Fine Arts
- f. Health and Safety
- g. Personal and Social Development
- h. Physical Development
- i. Technology Application

Educational programming in PPCD classes includes the following developmental areas (and are addressed in the PreK Curriculum requirements above), as well as emphasis on speech and language instruction:

- a. Pre-academic/Cognition
- b. Communication
- c. Gross motor/Fine motor
- d. Socialization/Behavioral

PPCD classes are located on selected elementary campuses. Students in self-contained classrooms may have opportunities to participate in recess, assemblies, reading time and kindergarten classes with non-disabled students.

- a. An integrated instructional approach involves collaboration between the PPCD teacher, general education teachers, speech pathologists, occupational therapists, physical therapists, itinerant teachers for students with visual or hearing impairments, interventionists and music therapists.
- b. The classrooms have been arranged to provide equipment, materials and tasks developmentally appropriate for each child.
- c. Daily activities are rich and diversified in early literacy experience, as well as concrete, manipulative and sensory learning experiences.

### ***Communication –***

Communication classes are designed to provide a highly structured instructional program for students with Autism Spectrum disorder, or other disorders whose academic, communication and behavioral needs cannot be met in other settings.

The focus of this setting is to provide classes with the following features:

- a. A high degree of classroom structure - physical, academic and behavioral.
- b. Emphasis on the development of effective communication skills through direct instruction.
- c. Management of behavior through an individualized Behavior Intervention Plan.
- d. Social skills development.

### ***Communication Social Adjustment Class (Communication/SAC) –***

A Communication/SAC Class consists of students exhibiting greater needs, especially in

behavioral areas and services are provided in a smaller, more highly structured class.

Before a student is referred to a Communication/SAC class, campus personnel will consult with the school psychologist and interventionist assigned to the campus to generate interventions and alternatives to maintain a less restrictive placement, including consideration of related services.

### ***Transition Class (TC) –***

Transition classes are for students with severe emotional/behavioral concerns that adversely affect the student's or others' educational performance, and whose needs cannot be met appropriately in other settings. The transition class provides a higher level of structure and individualization for student success.

Transition classes will provide a self-contained setting for students who cannot be educated in a less restrictive setting, such as a combination of general education classes, Content Mastery, Resource and/or other special education settings. An individualized Behavior Intervention Plan (BIP) may be implemented in any of these settings based on student need to ensure success.

### ***Social Adjustment Class (SAC) –***

The Social Adjustment Classes, located at the Lewisville Learning Center, will focus on the instructional and behavior management/social adjustment needs of those students who have become persistently disruptive of the educational process in spite of reasonable attempts in less restrictive settings to help them learn behaviors appropriate for school. These students will require very high levels of structure and very restrictive behavior management procedures with a concentration on learning to function positively in social situations requiring cooperation, compliance with rules and directions, and ability to control impulses.

### ***Vocational Adjustment Classes (VAC) –***

The Vocational Adjustment Class (VAC) is a special education vocational program that is offered on the high school campus. This instructional arrangement is designed for students with disabilities who desire vocational training and are unable to make progress in regular vocational programs. The curriculum of the VAC program includes on-the-job training and frequent supervision at work sites in the community.

Employment opportunities and training are based on vocational evaluation, student needs and abilities, teacher recommendations and parental preference.

Admission to the Vocational Adjustment Program is made by the Admission, Review and Dismissal (ARD/IEP) committee.

### ***Homebound –***

Homebound is a setting for providing special education and related services to eligible students who are served at home or hospital bedside. The students are expected to be confined for a minimum of four (4) consecutive weeks as documented by a physician licensed to practice in the state of Texas. Homebound instruction may also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four (4) weeks throughout the school year. The student's ARD/IEP committee shall determine the amount of services to be

provided in this instructional arrangement/setting in accordance with federal and state laws, rules and regulations.

Home instruction may also be used for services to infants and toddlers (birth through age 2) and young children (ages 3-5) when determined appropriate by the child's Individualized Family Services Plan (IFSP) committee or ARD/IEP committee.

Homebound students are ineligible to participate in extracurricular and co-curricular activities, work programs, outside jobs and other activities away from home under normal circumstances.

A responsible adult must be present in the home while a homebound teacher is providing instruction.

The initial ARD/IEP committee meeting will outline the dismissal procedures and all students receiving homebound instructions will require a dismissal ARD. All students on homebound for chronic conditions will require a dismissal ARD at the end of each school year. A current *Homebound Needs Assessment* will be required for a referral to homebound for the next school year.

A homebound student will return to school:

- a. when the *Homebound Needs Assessment* indicates.
- b. when the physician's medical release indicates.

Homebound instruction extensions will be considered after the homebound teacher's receipt of a written statement by the physician indicating a revised date for services to expire and the reason for the extension.

### ***Speech Therapy –***

Speech therapy is available to all students in LISD. Referral is made through the regular referral procedures. Speech pathologists assist eligible students to improve articulation, language, voice and/or fluency skills to meet their academic needs. Service may be delivered through direct, consultative or integrated service delivery models.

The speech/language pathologist utilizes a service delivery system that has a range of services from least to most restrictive. An important component of this model is providing service in the general classroom through collaboration with the general education teacher.

**Speech services are provided from the first through the last week of the school year.**