

Learning The Randolph Way

Randolph Field
Independent School District



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Special Education

Randolph Campuses Instructional Objectives for Special Education 2011-2012

Provide and assure appropriate instruction based on grade-level curriculum for all special education students through the use of standards-based individualized education plans (IEPs).

Facilitate the process of all students in special education learning at high levels, at their capacity, through the appropriate implementation of accommodations, modifications, and educational support as determined by the ARD committee.

To address transition service needs, special education and related services will be designed to meet students aged 14 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post secondary goals.

Randolph Field Independent School District Special Education Plan 2011-2012

Goal: To provide a free and appropriate public education in the least restrictive environment to all learners

Objective: Provide and assure appropriate instruction for all struggling learners in the general education environment prior to a special education referral

Activities	Person(s) Responsible	Resources	Evaluation Measure	Check Point(s)	Date Completed
<ul style="list-style-type: none"> • Create, refine, and implement Response to Intervention (RTI) process at all grade levels 	District, school and military cooperative staff <ul style="list-style-type: none"> • Administrators • LSSP • Diagnostician • Counselors • Teachers • Paraprofessionals • Occupational Therapist • Physical Therapist • Speech Therapist • Vision Specialist • Behavioral Consultant • Clinical Consultant • Parent(s) • Student when appropriate 	<ul style="list-style-type: none"> • Student intervention team (SIT) • Remedial Reading • Tutorials • Positive behavior supports (PBS/TBIS) • 3 Tier model of support (RTI) • Parent information and collaboration • Community resources • Dyslexia committee • 504 committee and accommodation plan • A variety of scientific, peer-reviewed and research based practices and interventions • Universal screening of students at all levels • Effective core curriculum • Content Mastery (comp ed) 	<ul style="list-style-type: none"> • Documentation of progress through student intervention team meetings (SIT) • Grades & teacher observations • Discipline logs • Child find reports • TAKS, TAKS ACC, TAKS M, TAKS ALT • Content Mastery Time Log • Fidelity of intervention programs 	<ul style="list-style-type: none"> • As determined by student intervention teams/ intervention program 	<ul style="list-style-type: none"> • ongoing

Randolph Field Independent School District Special Education Plan 2011-2012

Goal: To provide a free and appropriate public education in the least restrictive environment as determined individually at an Admission, Review and Dismissal (ARD) committee meeting

Objective: Maintain proportionate representation of minorities in special education

Activities	Person(s) Responsible	Resources	Evaluation Measure	Check Point(s)	Date Completed
<ul style="list-style-type: none"> Utilize Response to Intervention programming and early intervention to maintain proportionate identification of minorities in special education 	District, school and military cooperative staff <ul style="list-style-type: none"> Administrators LSSP Diagnostician Counselors Teachers Paraprofessionals Occupational Therapist Physical Therapist Speech Therapist Vision Specialist Behavioral Consultant Clinical Consultant Parent(s) Student when appropriate 	<ul style="list-style-type: none"> Student intervention team (SIT) Remedial Reading Tutorials Positive behavior supports (PBS/TBIS) 3 Tier model of support (RTI) Parent Information and collaboration Community resources Dyslexia committee 504 committee and accommodation plan A variety of scientific, peer-reviewed and research-based practices and interventions 	<ul style="list-style-type: none"> Documentation of progress through student intervention team meetings (SIT) Grades & teacher observations Discipline logs Child find reports TAKS, TAKS ACC, TAKS M, TAKS ALT Content Mastery Time Log Fidelity of intervention programs 	<ul style="list-style-type: none"> As determined by student intervention teams / progress monitor 	<ul style="list-style-type: none"> ongoing

Randolph Field Independent School District Special Education Plan 2011-2012

Goal: To provide a free and appropriate public education in the least restrictive environment as determined individually at an Admission, Review and Dismissal (ARD) committee meeting

Objective: Special education and related services will be designed to meet students 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 postsecondary goals.

Activities	Person(s) Responsible	Resources	Evaluation Measure	Check Point(s)	Date Completed
<ul style="list-style-type: none"> Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team, the IEP must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training/education, employment, and where appropriate independent living skills Coordinated, measurable annual IEP goals should be purposeful, connected, and integrated considering the student's needs, strengths, interests, and preferences to facilitate the student's movement from school to post school activities. 	District, school and military cooperative staff <ul style="list-style-type: none"> Administrators Transition/Vocational Coordinator LSSP Diagnostician Counselors Teachers (general education and special education) Paraprofessionals Occupational Therapist Physical Therapist Speech Therapist Vision Specialist Behavioral Consultant Clinical Consultant Parent(s) Student Auditory Impairment teachers 	<ul style="list-style-type: none"> Full and individual evaluation Vocational evaluation Parent & student interviews ARD/IEP IEP transition supplement Transition action plan Progress on goals and objectives (annual) Community agencies presentation/referral School sponsored activities/events Progress notes from related services providers; job coach; VAC School staffing Postsecondary goals Functional competencies Interest inventory Course of study Visit local community colleges Take Accuplacer/THEA 	<ul style="list-style-type: none"> Progress on IEP Goals and Objectives Annual review of transition action plan, supplement 3 year reevaluation Graduation Indicator 13 criteria 	<ul style="list-style-type: none"> 6 week progress reports Annual ARD End of year AYP Indicator 13 	<ul style="list-style-type: none"> Services implemented and reviewed at least annually Dismissal from special education upon graduation